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ABSTRACT

A study was done of teachers' perceptions of support, resources, empowerment, autonomy, and discipline problems in Chapter 1 and non-Chapter 1 schools. The study used data from the Schools and Staffing Survey. Overall, most teachers in elementary schools, middle schools, junior high schools, and senior high schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. However, approximately 50 percent of the teachers in all 3 levels of Chapter 1 schools report that student misbehavior is a problem, and less than 50 percent believe that they have a high degree of influence over determining discipline policy. The study found few differences among teachers in Chapter 1 schools and those in non-Chapter 1 schools. In elementary schools, teachers in Chapter 1 schools have lower perceptions of parental support and report serious or moderate discipline problems more often than do teachers in non-Chapter 1 schools. However, some perceptions were more positive among teachers in Chapter 1 schools at the elementary school level than they were among teachers in non-Chapter 1 schools. Middle school, junior high school, and senior high school teachers in non-chapter 1 schools have roughly the same perceptions as do their counterparts in Chapter 1 schools. Included are 39 bar graphs, 24 tables, and an appendix containing 24 tables of unweighted data and standard errors and confidence intervals for estimates. (JB)

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Teaching in Chapter 1 Schools: Public School Teachers' Perceptions of Resources, Discipline, and Support

Chapter 1 Data from the Schools and Staffing Survey

U.S. Department of Education
Office of Educational Research and Improvement
Office of Research

Judith I. Anderson, Debra K. Hollinger, Anne P. Sweet

Paper Presented at the Annual Meeting of the
American Educational Research Association

April 1992

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Summary

In this report, we analyze data on teachers' perceptions of support, resources, empowerment, autonomy, and discipline problems in Chapter 1 and non-Chapter 1 schools from the *Schools and Staffing Survey (SASS)*.

Overall, most teachers in elementary, middle, junior, and senior high schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. In addition, satisfaction with class size and resource availability are moderately high. Teachers have a moderate sense of empowerment, and perceptions of autonomy in the classroom are high. When asked about discipline issues, however, the teachers do not respond as positively. Roughly one-half of the teachers in all three levels of Chapter 1 schools report that student misbehavior is a problem, and less than one-half believe they have a high degree of influence over determining discipline policy.

Even so, most teachers at Chapter 1 schools are content to be teachers. More than half indicate that they would become a teacher again, and most indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

We found few differences between teachers in Chapter 1 schools and non-Chapter 1 schools. In elementary schools, teachers in Chapter 1 schools have lower perceptions of parental support, and report serious or moderate discipline problems more often than teachers in non-Chapter 1 schools. On the other hand, some perceptions are more positive among teachers in Chapter 1 schools at the elementary level than they are among elementary non-Chapter 1 schools:

- Slightly more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes; and
- A larger percentage report a high degree of classroom control over selecting content, topics and skills, textbooks and other instructional materials.

We found that middle school, junior high, and senior high teachers in non-Chapter 1 schools have roughly the same perceptions as their counterparts in Chapter 1 schools. There are virtually no differences between the two groups at these three school levels.

However, there are major differences between high poverty schools (those schools where over 50 percent of students qualify for free or reduced price lunch) and low poverty schools (those schools where no more than 20 percent of students qualify for free or reduced price lunch), both in

Chapter 1 and non-Chapter 1 schools. One area which stands out in terms of differences among the groups of teachers is parental support. There are significant differences at the elementary, junior high, and senior high level:

- Approximately three-quarters of the teachers in low poverty elementary schools agree that they received a great deal of support from parents for the work they do, compared to roughly one-half of the teachers in the high poverty elementary schools;
- About 60 percent of the middle school and junior high teachers in low poverty schools perceive a great deal of parental support, compared to about 40 percent of their counterparts at high poverty schools; and
- Fifty-two percent of the teachers at low poverty senior high schools report receiving a great deal of parental support, compared to roughly 40 percent of the high poverty senior high teachers.

The largest differences between poverty levels are those in the area of discipline. Teachers in high poverty schools report facing more disciplinary problems than teachers in low poverty schools.

In elementary and junior high schools, teachers in high poverty schools more often report that student misbehavior, student tardiness, and class cutting interfere with their teaching. At all three school levels, significantly more teachers in the high poverty schools report serious or moderate problems with the specific discipline issues asked about in the survey than did their counterparts in low poverty schools.

Teacher satisfaction appears to be lower in Chapter 1 high poverty schools than at other schools. Fewer of them report that they are satisfied with their teaching salary. At the elementary and junior high level, more teachers in high poverty Chapter 1 schools strongly or somewhat agreed with the statement "I sometimes feel it is a waste of time to try to do my best as a teacher" than did teachers at low poverty Chapter 1 schools. The problems in their schools may be taking a toll on these teachers.

Given the student discipline problems that teachers in high poverty schools report facing, as well as their perception that there is a lack of parental support for their efforts, one might expect to find them more discouraged and dissatisfied than other teachers. This is not entirely the case, however. Most report that they would become teachers if they had it to do over again, and less than 5 percent plan to leave teaching as soon as they can.

Chapter 1: Introduction

Chapter 1 of Title I of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (which amended the Elementary and Secondary Education Act of 1965) provides financial assistance to

> "improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local educational agency, attain grade-level proficiency, and improve achievement in basic and more advanced skills."

The rationale for providing these funds to school districts is given in Section 1001 of the law:

> "In recognition of ... the special educational needs of children of low-income families and the impact of concentrations of low-income families on the ability of local educational agencies to provide educational programs which meet such needs ... Congress declares it to be the policy of the United States to ... provide financial assistance to State and local educational agencies to meet the special needs of such educationally deprived children at the preschool, elementary, and secondary level."

In order to obtain information on types of problems that elementary school teachers in Chapter 1 schools may face, we analyzed information on teachers' perceptions of support, schools climate, resources, empowerment, autonomy, and discipline issues in Chapter 1 and non-Chapter 1 schools from the *Schools and Staffing Survey (SASS)*. *SASS* is an integrated survey of public and private schools, school districts, school principals, and teachers sponsored by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The survey included 52,000 teachers in 9,300 public schools and 13,000 teachers in 3,500 private schools in all 50 states plus the District of Columbia. We used data on public schools from the base year survey, which was conducted in the 1987-88 school year, for this report. Response rates ranged from 86.5 percent to 94.2 percent for public schools.

The figures in the report are weighted population estimates based on the sample of public school teachers. Unweighted figures, standard errors, and confidence intervals for each estimate are provided in the appendices.

While the survey was not designed specifically to address questions about the Chapter 1 program, the *Public School Questionnaire* asked respondents to provide counts of the number of students served in Chapter 1 programs and the total number of students in the school. We used the Chapter 1 counts to create two categories for analysis of the schools: Chapter 1 and non-Chapter 1, as follows:

- *Chapter 1*: All schools which indicated that they enrolled any students who received Chapter 1 services.
- Non-Chapter 1: All schools which reported that they did not enroll students who were served by Chapter 1 programs.

We recognize that not all Chapter 1 schools are alike in their concentration of poverty. Because Chapter 1 schools differ greatly in their concentrations of poor children, we used data from the survey concerning the number of students eligible for free or reduced price lunch to further divide each category (Chapter 1 and non-Chapter 1) into poverty levels:

- *Low poverty*: Those schools in which no more than 20 percent of the students are eligible for free or reduced lunch programs paid for with public funds;
- *Medium poverty:* Those schools where over 20 to 50 percent of the students qualify for special lunch programs; and
- *High poverty:* Those schools where more than 50 percent of the students qualify for special lunch programs.

This last category defines an especially needy group -- those schools where ***more than half*** of all students are eligible for free or reduced lunch programs.

The report contains separate chapters for elementary, junior high, and senior high schools. The percentage of schools which fall into the high poverty category decreases from elementary to junior high, and again from junior high to senior high. There may be several causes for this:

- "Regression to the mean" effect whereby, as elementary schools are consolidated into junior high and senior high schools, the "average" poverty decreases;
- Students in higher grades may be reluctant to identify themselves as being eligible for the special lunch programs; or
- At the higher grades, the poorest students may have dropped out of school.

For purposes of this report, we determined statistically significant differences by comparing the confidence intervals of each percentage being compared. If the confidence intervals did not overlap, we recognized the difference. We further defined our use of the term significant by limiting it to differences of 5 percentage points or more. While some differences of less than 5 percentage points were statistically significant, we did not feel that they were large enough to highlight in the discussion.

Because of the large differences between the sample sizes in some of the sub-groups, there are some large standard errors, particularly for middle and junior high schools and senior high schools. As a result, there are fewer statistically significant differences and, therefore, fewer findings for the middle and junior high schools and the senior high schools.

Chapter 2: Teachers in Elementary Schools

Table 1 presents the number of schools and teachers in each of the six categories of Chapter 1, non-Chapter 1 and the three poverty levels. High poverty schools (Chapter 1 and non-Chapter 1 combined) represent the lowest proportion of elementary schools:

- Approximately one-fourth (26 percent) of the elementary schools are high poverty schools;
- About one-third (36 percent) are low poverty schools; and
- The largest proportion (39 percent) are medium poverty schools.

Most (71 percent) elementary schools do have Chapter 1 programs and most high poverty schools are Chapter 1 schools. However, 4 percent of all elementary schools are high poverty schools which do not have Chapter 1 programs.

The distribution of teachers among the six categories of schools is very similar to that of the schools. More teachers are employed by schools offering Chapter 1 programs than by non-Chapter 1 schools and the highest percentage are at medium poverty schools.

Table 1
Distribution of Public Elementary Schools and Teachers by Type of School

Type of School	Weighted Number of Schools	Percent of Schools	Weighted Number of Teachers	Percent of Teachers
Chapter 1				
High Poverty	10,040	22%	229,320	23%
Medium Poverty	13,686	30%	302,393	30%
Low Poverty	8,815	19%	198,254	20%
No Chapter 1				
High Poverty	1,630	4%	32,991	3%
Medium Poverty	3,994	9%	82,313	8%
Low Poverty	7,811	17%	167,928	17%
Total	*45,976*	*101%*	*1,013,199*	*101%*

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.

Elementary Teachers' Perceptions of Administrative Support and School Climate

Most teachers in elementary schools with Chapter 1 programs (over 70 percent) report that:

- The principal lets staff members know what is expected of them;
- The principal knows what kinds of school he or she wants and has communicated it to the staff;
- Goals and priorities for the school are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration's behavior toward the staff is supportive and encouraging;
- Staff members in their school are recognized for a job well done;
- Teachers in their school are evaluated fairly; and
- There is a great deal of cooperative effort among staff members.

There are no major differences between teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs on most of the questions about administrative support and school climate. The only two significant differences are very small (5 percentage points): Chapter 1 teachers are more likely to indicate that the principal knows what kind of school he or she wants and has communicated it to the staff and that staff members are recognized for a job well done.

Poverty Levels

There also are few differences between the poverty levels in perceptions of administrative support and school climate. The strongest is in the area of school rules:

- Overall, few elementary teachers believe that they have to follow rules in their school that conflict with their best professional judgement.
- However, teachers in high poverty schools, both with and without Chapter 1 programs, are more likely than teachers in low poverty schools to report that they have to follow such rules.

Figure 1
Teacher's Perceptions of Having to Follow Rules Which Conflict with Their Judgement

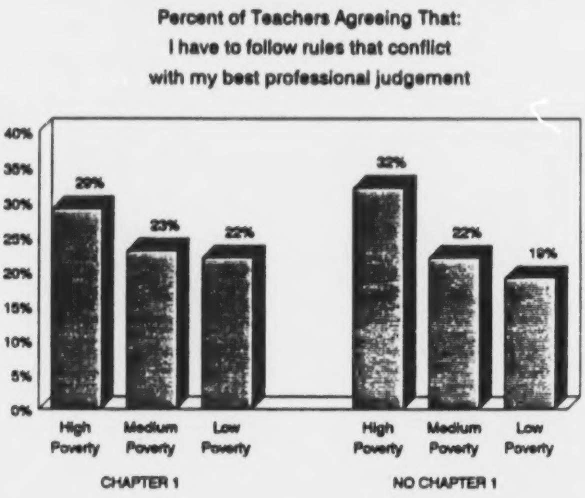


Table 2
Elementary Teachers' Perceptions of Administrative Support and School Climate

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal lets staff members know what is expected of them.	88%	90%	85%	88%	86%	90%	86%	89%
The principal knows what kind of school he/she wants and has communicated it to the staff.	83%	87%	81%	85%	83%	87%	82%	87%
Goals and priorities for the school are clear.	84%	86%	84%	87%	84%	89%	84%	88%
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	87%	89%	89%	91%	89%	91%	88%	90%
The school administration's behavior towards the staff is supportive and encouraging.	81%	81%	78%	81%	80%	82%	79%	82%
In this school, staff members are recognized for a job well done.	72%	73%	71%	76%	72%	77%	71%	76%
Teachers in this school are evaluated fairly.	82%	85%	85%	87%	85%	89%	84%	88%
The principal talks with me frequently about my instructional practices.	58%	56%	53%	54%	53%	55%	54%	55%
There is a great deal cooperative effort among staff members.	79%	80%	84%	83%	84%	87%	82%	85%
I make a conscious effort to coordinate the content of my courses with that of other teachers.	88%	87%	89%	86%	89%	89%	89%	88%
I have to follow rules in this school that conflict with my best professional judgment.	29%	32%	23%	22%	22%	19%	25%	21%

Elementary Teachers' Perceptions of Resources, Parental Support, and Paperwork

Teachers were asked a number of questions about school resources and parental support. (See Table 3.) Satisfaction with class size, resource availability, and parental support are moderately high among the elementary teachers in Chapter 1 schools:

- Few teachers feel that their principal does a poor job of getting resources for the school (16 percent);
- About three-fourths indicate that necessary materials are available as needed;
- Two-thirds of the teachers in Chapter 1 schools report that they are satisfied with their class sizes; and
- About two-thirds believe that they receive a great deal of support from parents.

Although the difference is weak (5 percentage points), more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes (66 percent) than do teachers in non-Chapter 1 schools (61 percent). However, perceptions of parental support are stronger in schools without Chapter 1 programs:

- Teachers in non-Chapter 1 schools more often report that they receive a great deal of support from parents for the work they do (73 percent) than do teachers in Chapter 1 schools (62 percent).

Since large amounts of paperwork are often thought to be associated with government programs, some readers might expect teachers in Chapter 1 schools to report a larger paperwork burden. Although the percentage of teachers reporting that routine duties and paperwork interfere with their job is high, it is virtually the same for Chapter 1 schools (73 percent) and non-Chapter 1 schools (74 percent). This may be because:

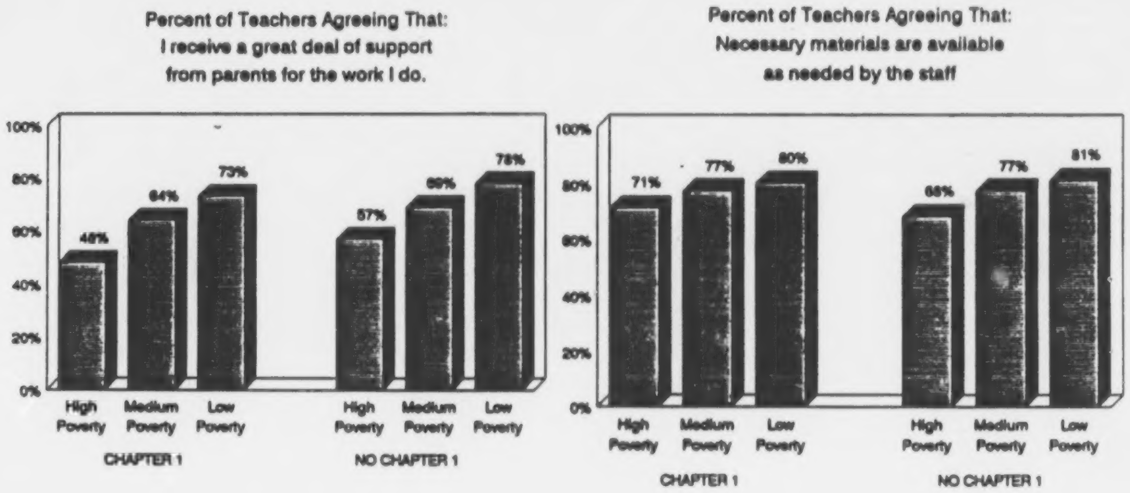
- Paperwork for Chapter 1 is largely completed by a central office; and
- Although Chapter 1 teachers have some paperwork associated with the program, they do not have other kinds of paperwork that regular teachers have.

Poverty Levels

Significant differences in perceptions of parental support occur between teachers in elementary schools at different poverty levels.

- Approximately three-quarters of teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do, compared to:
- Less than half (48 percent) of the teachers in high poverty Chapter 1 schools; and
- Slightly more than one-half (57 percent) of the teachers in high poverty non-Chapter 1 schools.

Figure 2
Elementary Teachers' Perception's of Resources and Parental Support


Percent of Teachers Agreeing That:
I receive a great deal of support
from parents for the work I do.

Percent of Teachers Agreeing That:
Necessary materials are available
as needed by the staff

There also are differences between the high and low poverty schools in perceptions of the availability of necessary resources. About 80 percent of the teachers in low poverty schools agree that necessary materials are available as needed, but:

- Fewer of the teachers in high poverty Chapter 1 schools (71 percent) and high poverty non-Chapter 1 schools (68 percent) agree that necessary materials are available.

Additional differences occur between poverty levels in Chapter 1 schools which do not occur for the non-Chapter 1 schools. Fewer high poverty Chapter 1 teachers report that they are satisfied with their class sizes and that their principal does a good job of getting resources than do the teachers in Chapter 1 low poverty schools.

Table 3
Elementary Teacher's Perceptions of Resources, Parental Support, and Paperwork

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal does a poor job of getting resources for this school.	19%	18%	17%	15%	13%	12%	16%	14%
Necessary materials(e.g., textbooks, supplies, copy machine) are available as needed by the staff.	71%	68%	77%	77%	80%	81%	76%	78%
I am satisfied with my class sizes.	63%	60%	67%	61%	69%	61%	66%	61%
I receive a great deal of support from parents for the work I do.	48%	57%	64%	69%	73%	78%	62%	73%
Routine duties and paperwork interfere with my job of teaching.	75%	75%	73%	76%	72%	73%	73%	74%

Elementary Teachers' Perceptions of Autonomy and Empowerment

More than 60 percent of the teachers in Chapter 1 schools agree that they participate in making the important educational decisions in their school. (See Table 4.) However, when asked to indicate the degree of control they have over specific aspects of the program, the responses are not as strong:

- Only about one-third report that teachers have influence over establishing the curriculum, determining the content of in-service programs, and setting policy on grouping students in classes by ability.

When asked about control within the classroom, the responses are more positive:

- Most (over 80 percent) believe that they have a high degree of control over selecting teaching techniques and determining the amount of homework to be done; and
- About one-half report that they have control over selecting the content, topics, and skills to be taught (52 percent) and selecting instructional materials (47 percent).

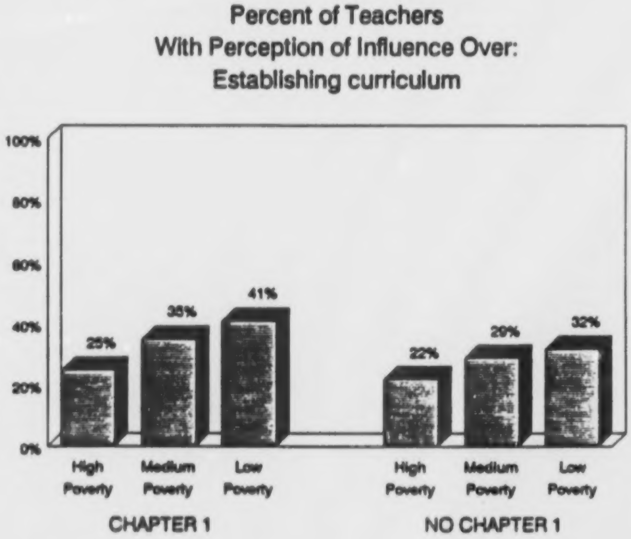
There are slight differences between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools in the two areas over which the least amount of control is perceived. Teachers in non-Chapter 1 schools report less control over selecting content, topics and skills and selecting textbooks and other instructional materials than do teachers in Chapter 1 schools. However, the percentage of teachers agreeing that they have a high degree of control over these areas differs by only 6 percentage points.

Poverty Levels

Although there are not significant differences among the three poverty levels in response to the general question about teacher participation in the school's important educational decisions, there are some differences in responses to the more specific questions. Teachers in high poverty schools, when compared to teachers in low poverty schools, are:

- Less likely to report having influence over establishing the curriculum;
- Less likely to believe they have influence over setting policy on grouping students in classes by ability; and
- Less likely to believe that they have control over selecting teaching techniques.

Figure 3
Teacher's Perceptions of Influence Over Establishing Curriculum



Within Chapter 1 schools (but not within non-Chapter 1 schools), teachers in high poverty schools, when compared to teachers in low poverty schools, are:

- Less likely to report that they have control over selecting the content, topics, and skills to be taught; and
- Less likely to report that they have control over selecting textbooks and other instructional materials.

Table 4
Elementary Teachers' Percetions of Autonomy and Empowerment

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
Teachers participate in making most of the important educational decisions in this school.	58%	62%	61%	65%	63%	67%	61%	66%
Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Establishing curriculum.	25%	22%	35%	29%	41%	32%	33%	30%
Determining the content of in-service programs.	31%	28%	34%	33%	35%	35%	33%	34%
Setting policy on grouping students in classes by ability.	32%	27%	34%	37%	37%	41%	34%	38%
Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Selecting teaching techniques.	77%	77%	84%	84%	87%	84%	83%	83%
Selecting content, topics, and skills to be taught.	46%	43%	54%	46%	55%	47%	52%	46%
Determining the amount of homework to be assigned.	81%	81%	85%	80%	83%	80%	83%	80%
Selecting textbooks and other instructional materials.	39%	37%	50%	37%	52%	41%	47%	39%

Elementary Teachers' Perceptions of Discipline Issues

When asked generally about discipline issues (see Table 5), many elementary teachers report that student misbehavior is a problem:

- Forty percent of the teachers at elementary Chapter 1 schools report that student misbehavior such as noise and horseplay or fighting in the halls, cafeteria, or student lounge interfere with their teaching; and
- About one-quarter report that student tardiness and class cutting interfere.

However, most teachers believe that their principal enforces rules for school conduct and backs teachers up when needed and, also, that the rules are consistently enforced by all teachers in the school, even for students who are not in their classes.

Feelings of influence and control over discipline matters are mixed:

- Less than one-half (43 percent) of the teachers believe they have a high degree of influence over determining discipline policy; but
- A higher percentage (73 percent) believe that they have control over disciplining students within their classroom.

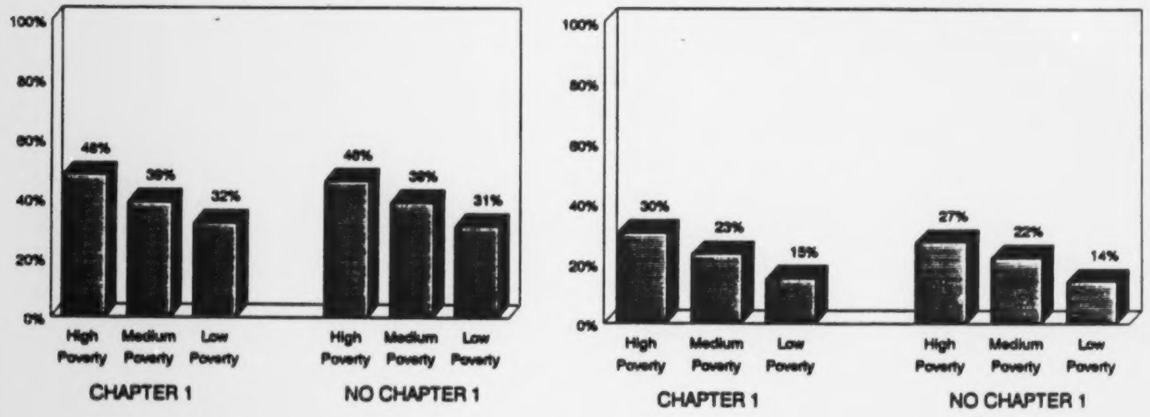
The differences in perceptions of discipline issues between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools are very small (6 percentage points or less on each response), but teachers in Chapter 1 schools do indicate that discipline is more of a problem than do teachers in non-Chapter 1 schools.

Poverty Levels

The differences are significant, however, between the different poverty levels. Elementary teachers in high poverty schools are much more likely to perceive that their schools have problems with disciplinary issues that are their counterparts in low poverty schools:

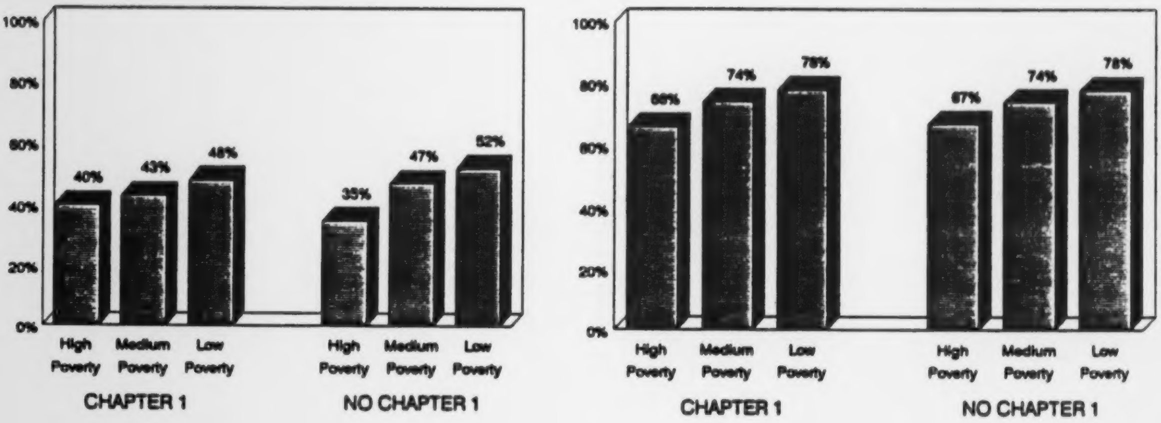
- The high poverty teachers are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Less likely to report that they have an influence over determining the school's discipline policy or disciplining students in their classroom.

Figure 4
Teacher's Perceptions of Discipline Issues



Percent of Teachers Agreeing That:
The level of student misbehavior in
this school interferes with my teaching

Percent of Teachers Agreeing That:
The amount of tardiness/class cutting in
this school interferes with my teaching



Percent of Teachers
With Perception of Influence Over:
Determining discipline policy

Percent of Teachers
With Perception of Control Over:
Disciplining students in classroom

16

Table 5
Elementary Teachers' Perceptions of Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	48%	46%	39%	39%	32%	31%	40%	35%
The amount of student tardiness and class cutting in this school interferes with my teaching.	30%	27%	23%	22%	15%	14%	23%	18%
My principal enforces school rules for student conduct and backs me up when I need it.	83%	81%	84%	87%	86%	87%	84%	86%
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.	70%	74%	75%	78%	77%	80%	74%	79%
Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Determining discipline policy.	40%	35%	43%	47%	48%	52%	43%	49%
Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Disciplining students	66%	67%	74%	74%	78%	78%	73%	76%

Elementary Teachers' Perceptions of Specific Disciplinary Problems

Teachers also were asked to indicate the seriousness of a number of specific discipline issues in their school. (See Table 6.) The problems most commonly cited by teachers in schools with Chapter 1 programs are student absenteeism (33 percent), physical conflicts among students (24 percent) and student tardiness (22 percent). Except for these three problems, however, no more than 20 percent of the teachers in elementary Chapter 1 schools report that specific discipline problems are serious or moderate.

Although the percentages are marginally higher for Chapter 1 schools than for non-Chapter 1 schools for every discipline matter, there is a notable difference in only one area:

- More teachers in Chapter 1 schools cite student absenteeism as a problem than do teachers in non-Chapter 1 schools.

There also are small but statistically significant differences (5 or 6 percentage points) in the areas of student tardiness, teacher absenteeism, vandalism of school property, robbery or theft, physical conflicts among students, and verbal abuse of teachers.

Poverty Levels

Elementary teachers in high poverty schools are, in general, more likely to report student disciplinary problems than are teachers in low poverty schools both for Chapter 1 schools and non-Chapter 1 schools.

Teachers in high poverty schools are more likely than other teachers to report serious or moderate problems with:

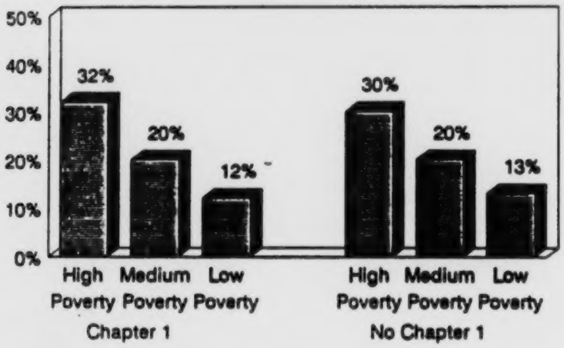
- Student tardiness;
- Student absenteeism;
- Teacher absenteeism;
- Vandalism of school property;
- Robbery or theft;
- Physical conflicts among students; and
- Verbal abuse of teachers.

Some differences are large " they range from a difference of 14 percentage points for teacher absenteeism to a difference of 38 percentage points for student absenteeism.

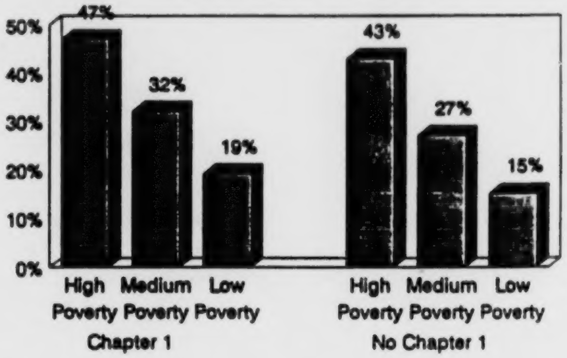
The pattern of differences between poverty levels is very strong. In addition to significant differences between the teachers in low poverty schools and high poverty schools, there are significant differences between the low and medium poverty levels and the medium and high poverty levels for most items.

Figure 6
Elementary Teachers' Perceptions of Specific Discipline Issues

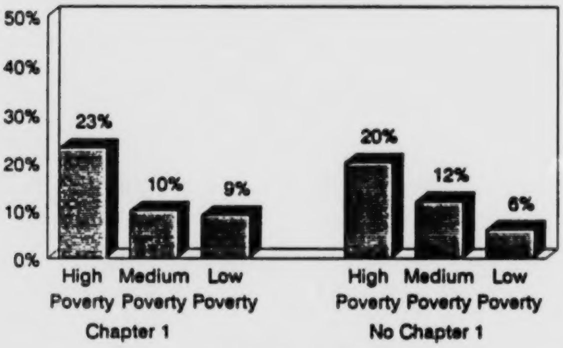
Student Tardiness



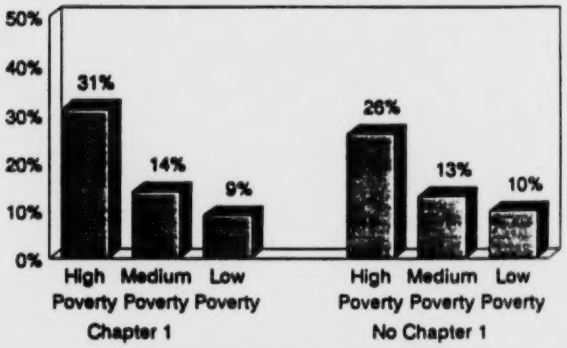
Student Absenteeism



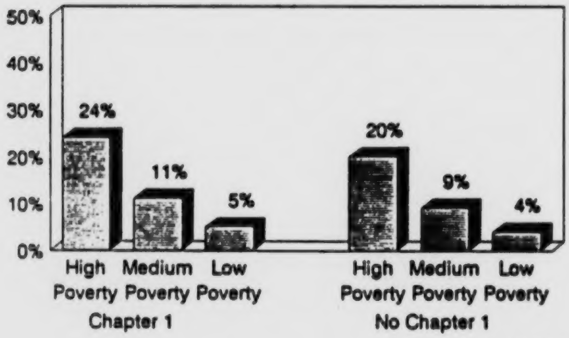
Teacher Absenteeism



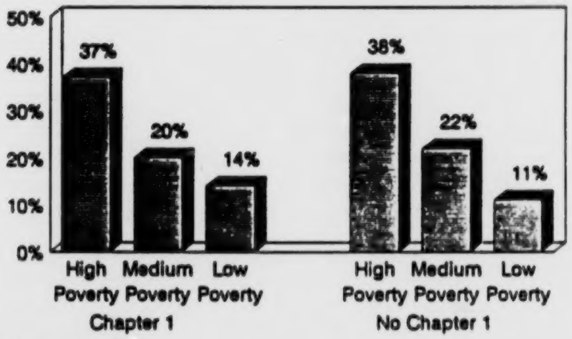
Vandalism of School Property



Robbery or Theft



Physical Conflicts Among Students



Verbal Abuse of Teachers

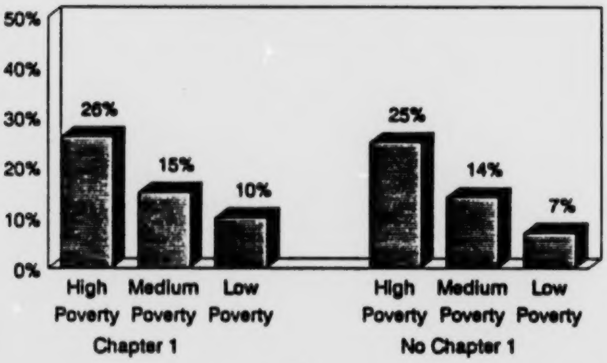


Table 6
Elementary Teachers' Perceptions of Specific Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.								
Student tardiness	32%	30%	20%	20%	12%	13%	22%	17%
Student absenteeism	47%	43%	32%	27%	19%	15%	33%	22%
Students cutting class	7%	5%	4%	2%	2%	2%	5%	2%
Teacher absenteeism	23%	20%	10%	12%	9%	6%	14%	9%
Vandalism of school property	31%	26%	14%	13%	9%	10%	18%	13%
Robbery or theft	24%	20%	11%	9%	5%	4%	13%	8%
Student possession of weapons	5%	4%	1%	2%	1%	1%	2%	1%
Physical conflicts among students	37%	38%	20%	22%	14%	11%	24%	18%
Verbal abuse of teachers	26%	25%	15%	14%	10%	7%	17%	11%
Physical abuse of teachers	4%	3%	2%	1%	1%	1%	2%	1%
Student pregnancy	4%	3%	3%	2%	1%	1%	3%	1%
Student use of alcohol	6%	3%	8%	3%	4%	2%	6%	2%
Student drug abuse	6%	4%	6%	3%	3%	1%	6%	2%

Elementary Teachers' Job Satisfaction and Future Teaching Plans

Teachers were asked a series of questions designed to measure their job satisfaction and future teaching plans. (See Tables 7 and 8.) Almost two-thirds of the teachers at schools with Chapter 1 programs indicate that they would become a teacher again, and most (70 percent) indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are no significant differences between teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs in these measures of job satisfaction.

Poverty Levels

Given that teachers in high poverty Chapter 1 schools more often report facing discipline problems than do teachers in medium or low poverty schools, as well as their perception of less parental support for their efforts, one might expect to find them more discouraged and dissatisfied. To a certain extent, this is true.

Teachers in high poverty Chapter 1 schools are more likely than teachers in low poverty Chapter 1 schools to report that they sometimes feel that it is a waste of their time to try to do their best as a teacher. Furthermore, teachers in high poverty Chapter 1 schools are less satisfied with their teaching salaries than are teachers in the low poverty Chapter 1 schools.

However, about the same percentage report they plan to teach as long as they can (roughly a third of each group) and less than 5 percent plan on teaching only until something better comes along.

Table 7
Elementary Teachers' Satisfaction with Their Job

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers responding "Strongly Agree" or "Somewhat Agree" to the following statements:								
I sometimes feel it is a waste of time to try to do my best as a teacher.	28%	21%	25%	25%	22%	20%	25%	22%
I am satisfied with my teaching salary.	37%	33%	42%	42%	47%	42%	42%	41%
Percent of teachers responding "Probally" or "Certainly" to the following question:								
Would you become a teacher again?	60%	58%	64%	63%	65%	63%	63%	62%

Table 8
Elementary Teacher's Responses to the Question "How Long Do You Plan to Remain in Teaching?"

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers choosing each of the following responses								
As long as I am able.	34%	34%	34%	32%	36%	33%	34%	33%
Until I am eligible for retirment.	35%	31%	38%	38%	36%	36%	36%	36%
Will probally continue until something better comes along.	10%	14%	11%	10%	10%	10%	11%	11%
Definitely plan to leave teaching as soon as I can.	4%	4%	3%	3%	2%	3%	3%	3%
Undecided at this time.	17%	17%	14%	17%	16%	17%	15%	17%

Conclusions

Most teachers in elementary schools with Chapter 1 programs agree that the administrative support and school climate in their school are positive. In addition, satisfaction with class size and resource availability are moderately high. These teachers have a moderate sense of empowerment: more than 60 percent of the teachers in Chapter 1 schools agree that teachers participate in making the most important educational decisions in their school.

When asked about discipline issues, however, the teachers do not respond as positively. Almost one-half of the elementary teachers in schools with Chapter 1 programs report that student misbehavior is a problem, and less than one-half believe they have a high degree of influence over determining discipline policy.

However, most teachers at Chapter 1 schools are content to be teachers. Almost two-thirds indicate that they would become a teacher again, and most indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are some differences between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools. Teachers in Chapter 1 schools:

- Have lower perceptions of parental support; and
- Report serious or moderate discipline problems more often than teachers in non-Chapter 1 schools.

However, some perceptions are more positive among teachers in Chapter 1 schools:

- Slightly more teachers in Chapter 1 schools indicate that they are satisfied with their class sizes; and
- They report more control over selecting content, topics and skills and selecting textbooks and other instructional materials.

The major differences, however, are between teachers at schools with different poverty levels. When compared to teachers at low poverty schools, teachers at high poverty schools:

- Are more likely to report that they have to follow rules that conflict with their best professional judgement;
- Perceive less support from parents for the work they do;
- Are less likely to agree that necessary materials are available as needed by the staff;
- Report less influence over establishing the curriculum, setting policy on grouping students in classes by ability, and selecting teaching techniques for their classroom;
- Are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Are less likely to report that they have an influence over determining the school's discipline policy or disciplining students in their classroom.

The largest differences between poverty levels are those in the area of discipline. Teachers in high poverty elementary schools report facing more disciplinary problems than teachers in low poverty schools. Nearly half report that misbehavior in school interferes with their teaching, and over 20 percent report serious or moderate problems with student absenteeism, physical conflict among students and student tardiness.

Despite the problems that they face, however, most high poverty teachers report that they would become teachers if they had it to do over again, and less than 5 percent plan to leave teaching as soon as they can.

Chapter 3: Teachers in Middle Schools and Junior High Schools

Over one-half (59 percent) of the middle schools and junior high schools have Chapter 1 programs. (See Table 9.) High poverty schools represent the lowest proportion of schools:

- Less than one-fifth (18 percent) of the middle school and junior high schools are high poverty schools;
- Forty-two percent are low poverty schools; and
- An almost equal proportion (40 percent) are medium poverty schools.

Of the Chapter 1 schools, more are medium or low poverty schools than high poverty schools. Most non-Chapter 1 schools fall into the low poverty category, but 5 percent of all middle school and junior high schools are high poverty schools with no Chapter 1 programs.

The distribution of teachers among the different types of schools is very similar to that of the schools. Most are in low poverty schools with no Chapter 1 program, and relatively few teach at high poverty schools.

Table 9
Distribution of Public Middle and Junior High Schools and Teachers by Type of School

Type of School	Weighted Number of Schools	Percent of Schools	Weighted Number of Teachers	Percent of Teachers
Chapter 1				
High Poverty	1,547	13%	48,641	13%
Medium Poverty	2,434	21%	71,286	18%
Low Poverty	1,760	15%	61,692	16%
No Chapter 1				
High Poverty	637	5%	21,624	6%
Medium Poverty	2,223	19%	70,703	18%
Low Poverty	3,190	27%	112,014	29%
Total	*11,792*	*100%*	*385,960*	*101%*

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.

Middle School and Junior High Teachers' Perceptions of Administrative Support and School Climate

Most middle school and junior high teachers report positive perceptions about administrative support and school climate. (See Table 10.)

Most teachers in schools with Chapter 1 programs (over 75 percent) report that:

- The principal lets staff members know what is expected of them;
- The principal knows what kinds of school he or she wants and has communicated it to the staff;
- Goals and priorities for the school are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration's behavior toward the staff is supportive and encouraging;
- Teachers in their school are evaluated fairly;
- There is a great deal of cooperative effort among staff members; and
- They make a conscious effort to coordinate the contents of their courses with that of other teachers.

Teachers in non-Chapter 1 schools responded very similarly to all of the questions about administrative support and school climate — the percentage of teachers agreeing with each statement is about the same for both groups.

Poverty Levels

Likewise, middle school and junior high teachers at schools in each poverty level have similar perceptions about administrative support and school climate. The one significant difference occurred only for Chapter 1 schools:

- Fewer teachers in high poverty Chapter 1 schools report that there is a great deal cooperative effort among staff members than do their counterparts in low poverty Chapter 1 schools.

Table 10
Middle School Junior High Teacher's Perceptions of Administrative Support and School Climate

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal lets staff members know what is expected of them.	86%	83%	86%	85%	85%	85%	86%	85%
The principal knows what kind of school he/she wants and has communicated it to the staff.	81%	78%	80%	77%	82%	80%	81%	79%
Goals and priorities for the school are clear.	78%	81%	81%	80%	82%	81%	81%	80%
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	82%	82%	84%	84%	85%	86%	84%	85%
The school administration's behavior towards the staff is supportive and encouraging.	72%	78%	78%	79%	81%	77%	78%	78%
In this school, staff members are recognized for a job well done.	65%	67%	67%	66%	69%	66%	67%	66%
Teachers in this school are evaluated fairly.	78%	78%	84%	82%	86%	83%	83%	82%
The principal talks with me frequently about my instructional practices.	48%	47%	50%	47%	43%	42%	47%	44%
There is a great deal cooperative effort among staff members.	72%	78%	80%	77%	81%	81%	78%	79%
I make a conscious effort to coordinate the content of my courses with that of other teachers.	79%	80%	82%	81%	82%	82%	81%	81%
I have to follow rules in this school that conflict with my best professional judgment.	34%	37%	30%	29%	27%	27%	30%	28%

Middle School and Junior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

Middle school and junior high teachers also have positive perceptions of school resources. (See Table 11.) Satisfaction with class size and resource availability are moderately high among teachers in Chapter 1 schools:

- Few teachers feel that their principal does a poor job of getting resources for the school (19 percent);
- About three-fourths indicate that necessary materials are available as needed by the staff; and
- Over two-thirds of the teachers in Chapter 1 schools report that they are satisfied with their class sizes.

Perceptions of parental support, however, are not as high. About one-half of the middle school and junior high teachers believe that they receive a great deal of parental support.

Teachers in Chapter 1 schools and teachers in non-Chapter 1 schools have roughly the same perceptions about resources, parental support and paperwork burden. There are no significant differences between the two groups.

Poverty Levels

Teachers in both Chapter 1 and non-Chapter 1 high poverty schools have different perceptions of parental support from teachers in low poverty schools:

- Approximately two-thirds of the teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do; compared to
- Less than half of the teachers in high poverty schools.

In Chapter 1 middle and junior high schools only, teachers at high poverty schools are less likely to agree that necessary materials are available and more likely to agree that the principal does a poor job of getting resources for the school.

Figure 6
Middle School and Junior High Teacher's Perceptions of Parental Support

Percent of Teachers Agreeing That:
I receive a great deal of support
from parents for the work I do.

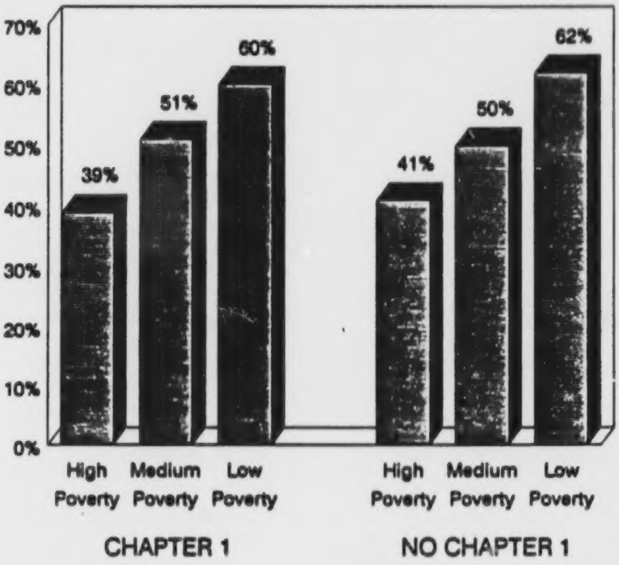


Table 11
Middle School and Junior High Teacher's Perceptions About Resources, Parental Support, and Paperwork

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal does a poor job of getting resources for this school.	24%	19%	18%	16%	17%	15%	19%	16%
Necessary materials(e.g., textbooks, supplies, copy machine) are available as needed by the staff.	64%	73%	76%	77%	79%	80%	74%	78%
I am satisfied with my class sizes.	63%	67%	70%	67%	70%	68%	68%	67%
I receive a great deal of support from parents for the work I do.	39%	41%	51%	50%	60%	62%	51%	55%
Routine duties and paperwork interfere with my job of teaching.	74%	75%	70%	75%	68%	72%	70%	73%

Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

More than half of the teachers in middle and junior high schools agree that teachers participate in making important educational decisions in their school. (See Table 12.) However, when asked to indicate the degree of control teachers have over specific aspects of the program, teachers do not indicate the same level of empowerment:

- Only one-third of teachers in Chapter 1 schools report influence over establishing their school's curriculum; and
- Somewhat fewer report influence over determining the content of in-service programs (28 percent), and setting policy on grouping students in classes by ability (25 percent).

Middle school and junior high teachers report more influence within their classrooms, however:

- Most believe that they have a high degree of control over selecting teaching techniques (85 percent) and determining the amount of homework to be done (89 percent); and
- About two-thirds report that they have control over selecting the content, topics, and skills to be taught (62 percent) and selecting textbooks and other instructional materials (60 percent).

Teachers in Chapter 1 schools and non-Chapter 1 schools respond almost identically to the questions about empowerment and autonomy with one exception. Teachers in Chapter 1 schools indicate more classroom control over selecting textbooks and other instructional materials, but the difference is very small (5 percentage points).

Poverty Levels

There are no significant differences among the three poverty levels in response to the general question about teacher participation in the school's important educational decisions, but there are some differences in response to the more specific questions.

Teachers in both Chapter 1 and non-Chapter 1 high poverty schools, when compared to their counterparts in low poverty schools, are:

- Less likely to report having influence over establishing the curriculum; and
- Less likely to believe that they have control over selecting instructional materials for their classroom.

For Chapter 1 middle and junior high schools only, teachers in high poverty schools are less likely than teachers in low poverty schools to report:

- Influence over setting policy on grouping students by ability;
- Control over selecting teaching techniques; and
- Control over selecting content, topics, and skills to be taught in their classroom.

Figure 7
Middle School and Junior High Teachers' Perceptions of Influence Over Establishing Curriculum

Percent of Teachers With
Perception of Influence Over:
Establishing curriculum

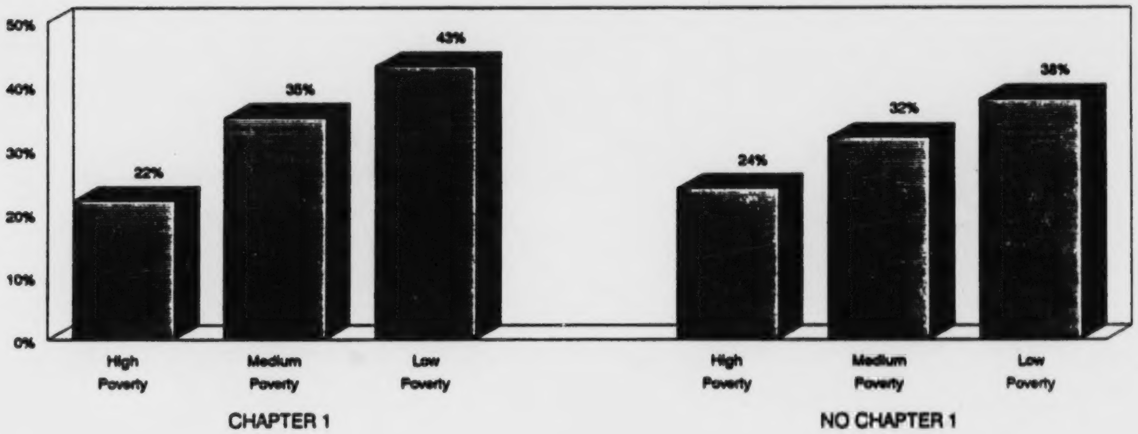


Figure 8
Middle School and Junior High Teachers' Perceptions of Classroom Control Over Selecting Instructional Materials

Percent of Teachers With Perception
of Classroom Control Over:
Selecting Instructional materials

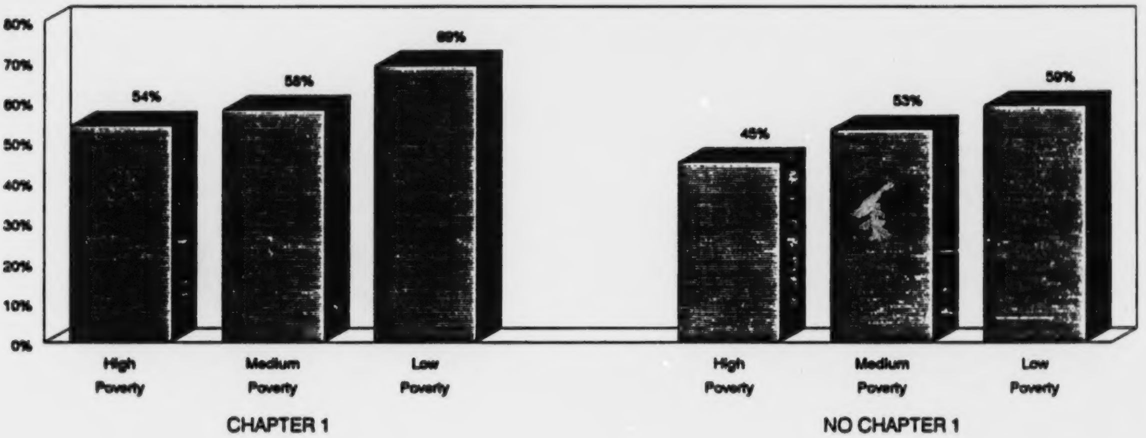


Table 12
Middle School and Junor High Teachers' Perceptions of Autonomy and Empowerment

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
Teachers participate in making most of the important educational decisions in this school.	49%	60%	58%	54%	56%	53%	55%	54%
Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Establishing curriculum.	22%	24%	35%	32%	43%	38%	34%	35%
Determining the content of in-service programs.	23%	21%	27%	29%	31%	32%	28%	30%
Setting policy on grouping students in classes by ability.	18%	20%	26%	24%	29%	26%	25%	25%
Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Selecting teaching techniques.	82%	81%	85%	87%	89%	86%	85%	86%
Selecting content, topics, and skills to be taught.	54%	55%	62%	62%	67%	63%	62%	62%
Determining the amount of homework to be assigned.	86%	85%	89%	86%	91%	85%	89%	86%
Selecting textbooks and other instructional materials.	54%	45%	58%	53%	69%	59%	60%	55%

Middle School and Junior High Teachers' Perceptions of Discipline Issues

When asked generally about discipline issues (see Table 13), about one-half of the middle school and junior high teachers report that student misbehavior is a problem:

- Forty-nine percent of the teachers in Chapter 1 schools report that student misbehavior such as noise and horseplay or fighting in the halls, cafeteria, or student lounge interferes with their teaching.

In addition, more than one-third (37 percent) report that the amount of student tardiness and class cutting interferes. Less than one-third (30 percent) of the teachers believe they have a high degree of influence over determining discipline policy, but more than twice that many (68 percent) believe they have a high degree of control over disciplining students within their classroom.

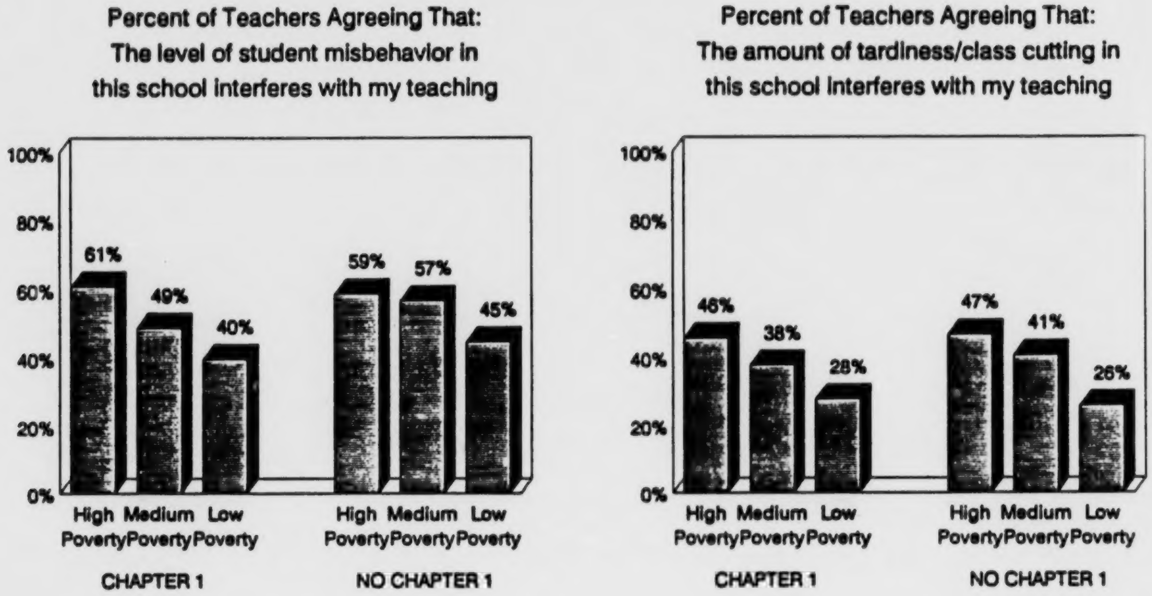
Teachers in non-Chapter 1 schools have these same perceptions of general discipline issues. Their responses do not differ significantly from those of teachers in Chapter 1 schools.

Poverty Levels

Teachers in high poverty schools are much more likely to perceive that their schools have problems with disciplinary issues that are teachers in low poverty schools:

- The high poverty teachers are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching; and
- Less likely to report that they have control over disciplining students in their classroom.

Figure 9
Middle School and Junior High Teachers' Perceptions of Discipline Issues



Percent of Teachers Agreeing That:
The level of student misbehavior in this school interferes with my teaching

Percent of Teachers Agreeing That:
The amount of tardiness/class cutting in this school interferes with my teaching

Table 13
Middle School and Junior High Teachers' Perceptions of Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	61%	59%	49%	57%	40%	45%	49%	51%
The amount of student tardiness and class cutting in this school interferes with my teaching.	46%	47%	38%	41%	28%	26%	37%	33%
My principal enforces school rules for student conduct and backs me up when I need it.	78%	81%	82%	81%	82%	81%	81%	81%
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.	58%	55%	61%	54%	62%	59%	61%	57%
Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Determining discipline policy.	26%	28%	31%	29%	31%	31%	30%	30%
Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Disciplining students	65%	55%	67%	61%	72%	68%	68%	65%

Middle School and Junior High Teachers' Perceptions of Specific Disciplinary Problems

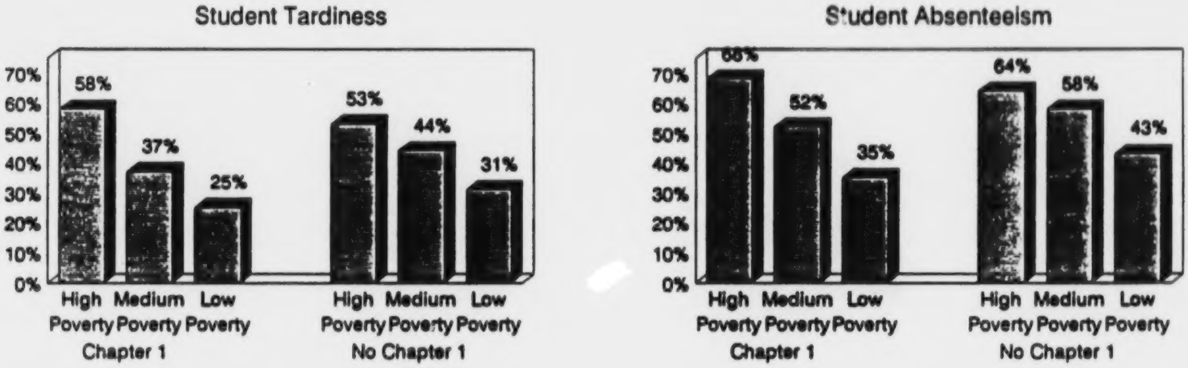
The problems most commonly cited by teachers in middle and junior high schools with Chapter 1 programs are student absenteeism (50 percent), student tardiness (38 percent), verbal abuse of teachers (35 percent), and physical conflicts among students (32 percent). (See Table 14.)

Although the percentages appear to be marginally higher for Chapter 1 schools than for non-Chapter 1 schools, there are no significant differences between the two groups.

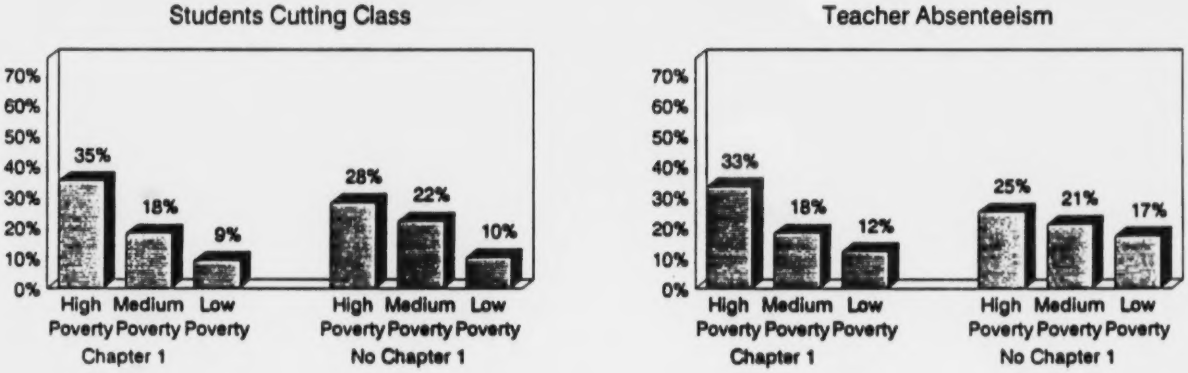
Poverty Levels

Teachers in high poverty schools are more likely to report student disciplinary problems than are teachers in low poverty schools both for Chapter 1 schools and non-Chapter 1 schools. Significantly more teachers in the high poverty schools report serious or moderate problems with all but one of the specific discipline issues asked about than did their counterparts in low poverty schools.

Figure 10
Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues


Student Tardiness

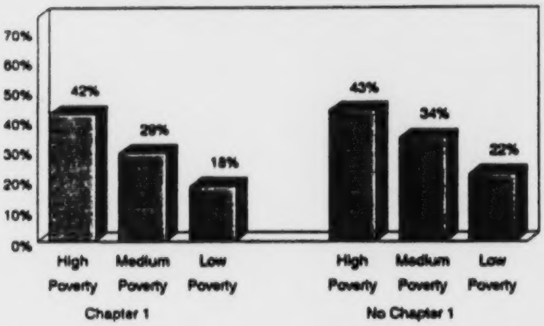
Student Absenteeism


Students Cutting Class

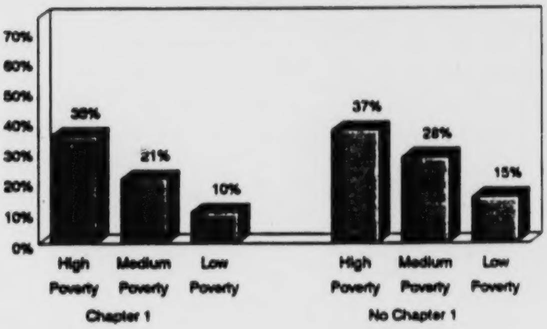
Teacher Absenteeism

Figure 10, continued
Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

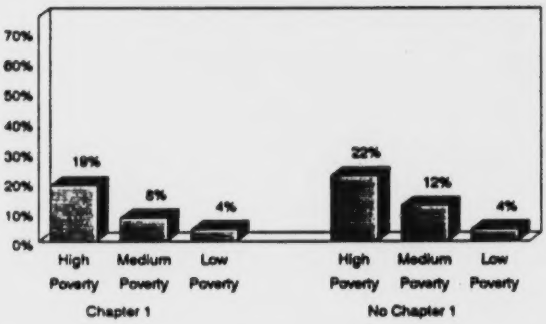
Vandalism of School Property



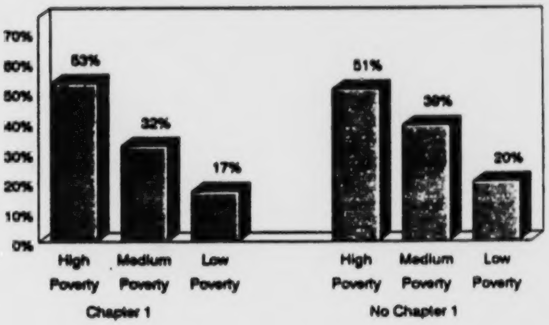
Robbery or Theft



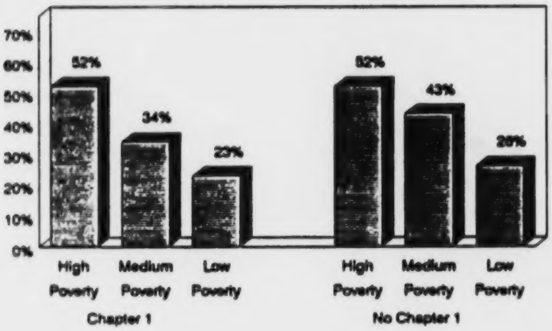
Student Possession of Weapons



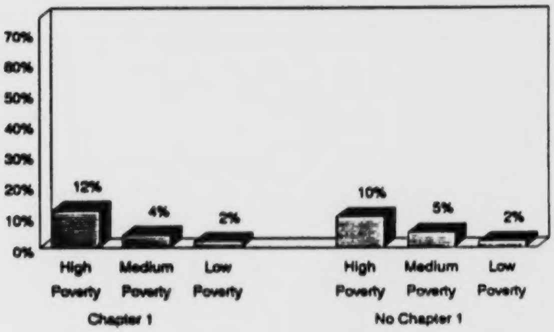
Physical Conflicts Among Students



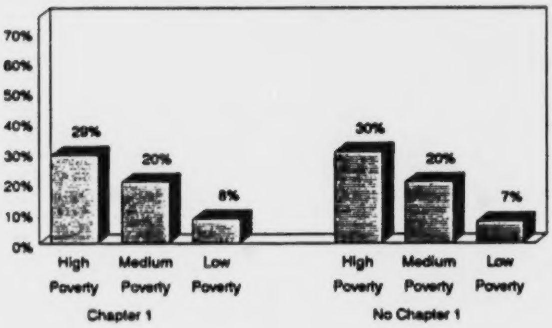
Verbal Abuse of Teachers



Physical Abuse of Teachers



Student Pregnancy



Student Drug Abuse

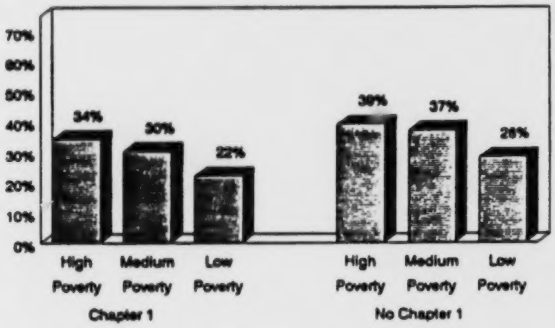


Table 14
Junior High Teachers' Perceptions of Specific Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.								
Student tardiness	58%	53%	37%	44%	25%	31%	38%	38%
Student absenteeism	68%	64%	52%	58%	35%	43%	50%	50%
Students cutting class	35%	28%	18%	22%	9%	10%	20%	16%
Teacher absenteeism	33%	25%	18%	21%	12%	17%	20%	19%
Vandalism of school property	42%	43%	29%	34%	18%	22%	29%	28%
Robbery or theft	35%	37%	21%	28%	10%	15%	21%	22%
Student possession of weapons	19%	22%	8%	12%	4%	4%	10%	9%
Physical conflicts among students	53%	51%	32%	39%	17%	20%	32%	30%
Verbal abuse of teachers	52%	52%	34%	43%	23%	26%	35%	35%
Physical abuse of teachers	12%	10%	4%	5%	2%	2%	6%	4%
Student pregnancy	29%	30%	20%	20%	8%	7%	18%	14%
Student use of alcohol	26%	31%	32%	34%	27%	28%	29%	31%
Student drug abuse	34%	39%	30%	37%	22%	28%	29%	32%

Middle School and Junior High Teachers' Job Satisfaction and Future Teaching Plans

A third of middle school and junior high teachers at Chapter 1 schools indicate that they sometimes believe it's a waste of time to do their best as a teacher. (See Table 15.) Even so, more than one-half report that they would probably or certainly become a teacher again, and most (66 percent) indicate that they intend to continue teaching either as long as they are able or until they are eligible for retirement. (See Table 16.)

Teachers in schools with Chapter 1 programs and teachers in schools without Chapter 1 programs responded almost identically to these measures of job satisfaction.

Poverty Levels

There are, however, differences between the high and low poverty schools.

- Middle school and junior high teachers in high poverty schools, both Chapter 1 and non-Chapter 1, are less likely to report that they are satisfied with their salary.
- Teachers in high poverty Chapter 1 schools also are more likely than teachers in low poverty Chapter 1 schools to report that they sometimes feel that it is a waste of their time to try to do their best.

However, about the same proportion teachers in high poverty schools as in low poverty schools report that they plan to teach as long as they can (roughly a fourth of each group).

Figure 11
Middle School and Junior High Teachers' Satisfaction with Their Teaching Salary

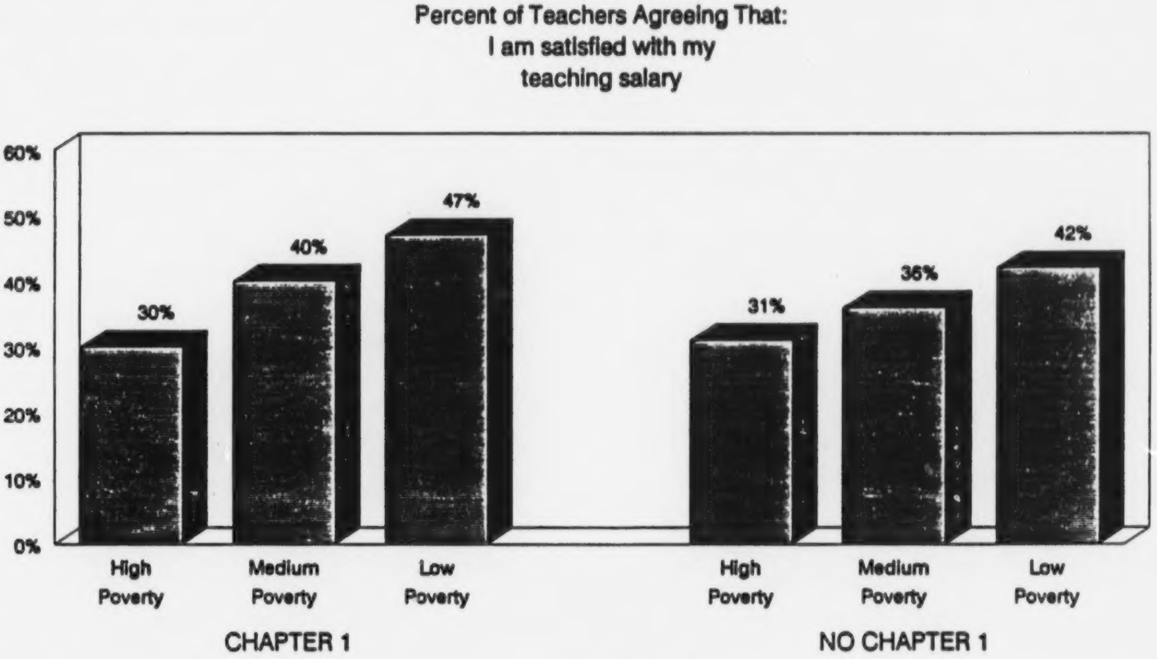


Table 15
Middle School and Junior High Teachers' Satisfaction With Their Job

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers responding "Strongly Agree" or "Somewhat Agree" to the following statements:								
I sometimes feel it is a waste of time to try to do my best as a teacher.	38%	38%	34%	37%	29%	30%	33%	33%
I am satisfied with my teaching salary.	30%	31%	40%	36%	47%	42%	39%	38%
Percent of teachers responding "Probably" or "Certainly" to the following question:								
Would you become a teacher again?	48%	43%	57%	51%	55%	53%	54%	51%

Table 16
Middle School and Junior High Teachers' Response to the Question "How Long Do You Plan to Remain in Teaching?"

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers choosing each of the following responses to the question "How long do you plan to remain in teaching?"								
As long as I am able.	26%	25%	28%	29%	28%	27%	27%	28%
Until I am eligible for retirment.	38%	39%	39%	37%	40%	40%	39%	39%
Will probally continue until something better comes along.	14%	13%	15%	14%	13%	14%	14%	14%
Definitely plan to leave teaching as soon as I can.	6%	4%	4%	6%	5%	4%	5%	5%
Undecided at this time.	16%	19%	14%	13%	14%	15%	15%	15%

Conclusions

Most teachers in middle and junior high schools with Chapter 1 programs indicate satisfaction with the administrative support, school climate, class size and resource availability in their school. Their perceptions of empowerment are moderate with about half reporting that teachers participate in making the important educational decisions in their school.

However, teachers in middle and junior high schools report facing serious disciplinary problems. Nearly half report that misbehavior in school interferes with their teaching, and over a third report serious or moderate problems with student absenteeism, physical conflict among students, student tardiness, and verbal abuse of teachers.

Despite the problems that they face, about one-half report that they would become teachers if they had it to do over again, and more than one-fourth intend to teach as long as they are able.

Middle school and junior high teachers in Chapter 1 schools and in non-Chapter 1 schools have roughly the same perceptions. There are no major differences between the two groups.

There are some differences, however, between middle school and junior high teachers at schools with different poverty levels. When compared to teachers at low poverty schools, teachers at high poverty schools:

- Perceive less support from parents for the work they do;
- Are less likely to report having influence over establishing the curriculum;
- Are less likely to agree that they have control over selecting instructional materials for their classroom; and
- Are more likely to report that misbehavior, student-tardiness, and class cutting interfere with their teaching.

Teachers in high poverty schools are much more likely to report specific student disciplinary problems than are teachers in low poverty schools. Significantly more teachers in the high poverty schools report serious or moderate problems with all but one of the specific discipline issues than did their counterparts in low poverty schools.

Although teachers in high poverty schools are less likely to report that they are satisfied with their salary, most report that they would become teachers if they had it to do over again, and less than 5 percent plan to leave teaching as soon as they can.

Chapter 4: Teachers in Senior High Schools

Less than one-third (30 percent) of the high schools have Chapter 1 programs and more than one-half are in the low poverty category. (See Table 17.) Only 11 percent of the high schools are high poverty, based on the number of self-reported students who qualify for free or reduced price lunch. It may be that high school students are less willing than students in the lower grade levels to be identified as qualifying for these programs. If this is the case, the schools may actually contain higher percentages of poor children than it appears from the data.

The distribution of teachers among the six categories of schools is very similar to that of the schools. Most teachers are employed by high schools not offering Chapter 1 programs and the highest percentage are at low poverty schools.

Table 17
Distribution of Public Senior High Schools and Teachers by Type of School

Type of School	Weighted Number of Schools	Percent of Schools	Weighted Number of Teachers	Percent of Teachers
Chapter 1				
High Poverty	635	5%	23,143	4%
Medium Poverty	1,241	9%	55,236	9%
Low Poverty	2,192	16%	109,925	18%
No Chapter 1				
High Poverty	774	6%	25,287	4%
Medium Poverty	2,638	19%	97,503	16%
Low Poverty	6,112	45%	293,333	49%
Total	*13,592*	*100%*	*604,426*	*101%*

NOTES: (1) The figures in this table are weighted population estimates based on a sample of districts. The details do not always add to the totals because of rounding. (2) High poverty schools are those with over 50 percent of their students eligible for special lunch programs, medium poverty schools are those with over 20 to 50 percent of their students eligible, and low poverty schools are those in which no more than 20 percent of the students are eligible.

Senior High Teachers' Perceptions of Administrative Support and School Climate

Most high school teachers agreed with positive statements about administrative support and school climate in their school. (See Table 18.) Over 70 percent of the teachers in Chapter 1 high schools agreed that:

- The principal lets staff members know what is expected of them;
- The principal knows what kind of school he or she wants and has communicated it to the staff;
- Goals and priorities for the schools are clear;
- Most of their colleagues share their beliefs and values about what the central mission of the school should be;
- The school administration's behavior towards the staff is supportive and encouraging;
- Teachers in the school are evaluated fairly;
- There is a great deal of cooperative effort among staff members; and
- They make a conscious effort to coordinate the content of their courses with that of other teachers.

We found that slightly more teachers in non-Chapter 1 schools report that:

- Goals and priorities for the schools are clear (a difference of only 5 percentage points between teachers in Chapter 1 schools and teachers in non-Chapter 1 schools);
- The school administration's behavior toward staff is supportive and encouraging (a difference of 7 percentage points); and
- Staff members are recognized for a job well done (a difference of 5 percentage points).

On all other questions about administrative support and school climate, senior high teachers in Chapter 1 schools and teachers in non-Chapter 1 schools have roughly the same perceptions.

Poverty Levels

Virtually all apparent differences between the different poverty levels in teachers' responses to the questions concerning administrative support and school climate are not statistically significant.

Table 18
Senior High Teachers' Perceptions of Administrative Support and School Climate

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal lets staff members know what is expected of them.	75%	85%	82%	85%	82%	84%	81%	84%
The principal knows what kind of school he/she wants and has communicated it to the staff.	70%	81%	75%	79%	76%	79%	75%	79%
Goals and priorities for the school are clear.	70%	79%	77%	79%	72%	78%	73%	78%
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	81%	81%	80%	81%	81%	83%	81%	82%
The school administration's behavior towards the staff is supportive and encouraging.	68%	77%	72%	79%	71%	77%	71%	78%
In this school, staff members are recognized for a job well done.	59%	66%	59%	61%	57%	63%	58%	63%
Teachers in this school are evaluated fairly.	75%	80%	81%	82%	82%	82%	81%	82%
The principal talks with me frequently about my instructional practices.	40%	49%	41%	43%	34%	39%	37%	40%
There is a great deal cooperative effort among staff members.	69%	74%	70%	71%	73%	74%	72%	73%
I make a conscious effort to coordinate the content of my courses with that of other teachers.	81%	84%	81%	81%	81%	82%	81%	82%
I have to follow rules in this school that conflict with my best professional judgment.	38%	31%	30%	31%	32%	29%	32%	30%

Senior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

In response to the questions about school resources, most high school teachers indicated satisfaction with resource availability and class size. (See Table 19.)

- About three-fourths of the teachers at Chapter 1 senior high schools indicate that necessary materials are available as needed by the staff; and
- About the same percentage report that they are satisfied with their class sizes.

However, only one-half of the high school teachers report that they receive a great deal of parental support.

Teachers in non-Chapter 1 schools responded very similarly to all of the questions about resources, parental support and paperwork burden — the percentage of teachers agreeing with each statement is about the same for both groups.

Poverty Levels

Teachers in high schools with high and low poverty levels in both Chapter 1 and non-Chapter 1 senior high schools do have different perceptions of parental support:

- About one-half of teachers in low poverty schools agree that they receive a great deal of support from parents for the work they do; compared to:
- Slightly more than one-third (39 percent) of the teachers in high poverty Chapter 1 schools and 45 percent of the teachers in high poverty non-Chapter 1 schools.

Teachers in the high and low poverty schools do not differ significantly in their perceptions of the availability of necessary resources, in satisfaction with class size, or in beliefs about paperwork burden.

Figure 12
Senior High Teachers' Perceptions of Parental Support

Percent of Teachers Agreeing That:
I receive a great deal of support
from parents for the work I do.

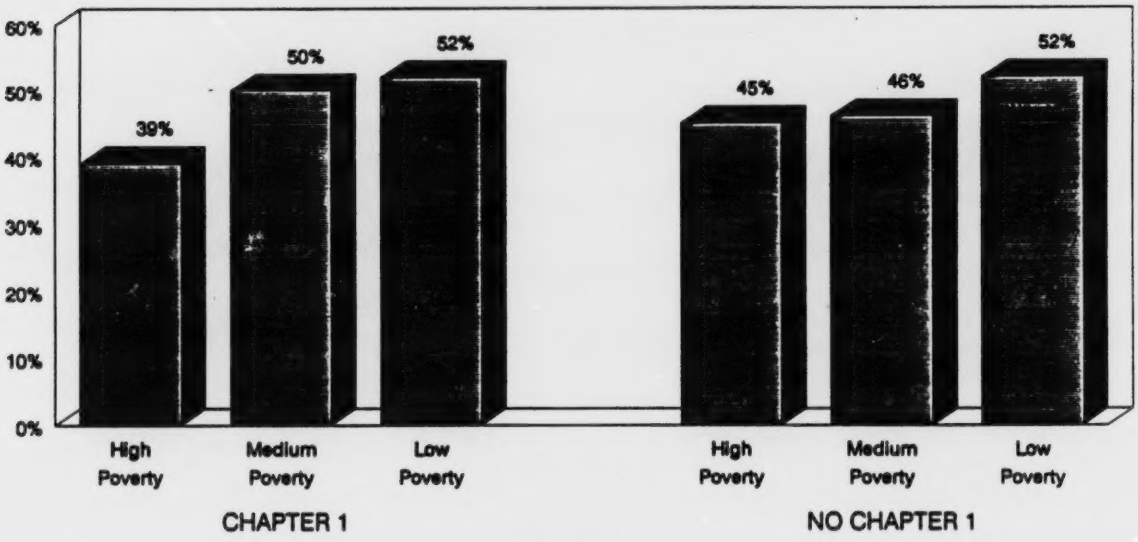


Table 19
Senior High Teachers' Perceptions of Resouces, Parental Support, and Paperwork

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The principal does a poor job of getting resources for this school.	25%	18%	22%	19%	21%	17%	22%	18%
Necessary materials(e.g., textbooks, supplies, copy machine) are available as needed by the staff.	71%	73%	72%	73%	73%	76%	73%	75%
I am satisfied with my class sizes.	71%	70%	74%	73%	71%	71%	72%	71%
I receive a great deal of support from parents for the work I do.	39%	45%	50%	46%	52%	52%	50%	50%
Routine duties and paperwork interfere with my job of teaching.	76%	77%	76%	76%	72%	75%	73%	75%

Senior High Teachers' Perceptions of Autonomy and Empowerment

Less than one-half of the high school teachers agree that teachers participate in making the most important educational decisions in their school. (See Table 20.) Few feel empowered in terms of influence over specific school policy issues:

- About one-third of the senior high school teachers at Chapter 1 schools report that they have influence over establishing the curriculum (38 percent);
- A smaller proportion perceive influence in determining the content of in-service programs (27 percent); and
- Fewer still perceive influence in setting policy on grouping students in classes by ability (18 percent).

However, perceptions of autonomy within the classroom are stronger:

- An overwhelming 91 percent believe that they have a high degree of control over determining the amount of homework to be done;
- Most (88 percent) perceive control over selecting teaching techniques and determining the amount of homework to be assigned (91 percent); and
- About two-thirds believe that they have a high degree of control over selecting the content, topics, and skills to be taught and over selecting textbooks and other instructional materials.

There is a very small difference (5 percentage points) between senior high teachers in Chapter 1 schools and teachers in non-Chapter 1 schools in response to the general question about teacher participation in their school's important educational decisions (43 percent and 48 percent, respectively). However, there are no significant differences in response to the more specific questions about influence and classroom control.

Poverty Levels

There are no significant differences among the three poverty levels in response to the general question about teacher participation in the school's important educational decisions, but there are some differences in response to the more specific questions.

- Teachers in both Chapter 1 and non-Chapter 1 high poverty schools, when compared to teachers in low poverty schools, are less likely to report having control over selecting teaching techniques.

Most of the significant differences in this area are limited to Chapter 1 schools. For Chapter 1 senior high schools only, teachers in high poverty schools are:

- Less likely to perceive influence over school policy on establishing the curriculum;
- Less likely to believe that they had control over selecting contents, topics and skills to be taught;
- Less likely to report control over determining the amount of homework; and
- Less likely to believe that they had control over selecting textbooks and other instructional materials.

Table 20
Senior High Teachers' Perceptions of Autonomy and Empowerment

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
Teachers participate in making most of the important educational decisions in this school.	42%	49%	45%	48%	41%	47%	43%	48%
Teachers were asked how much actual influence they believed teachers at their school had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Establishing curriculum.	28%	34%	34%	33%	42%	39%	38%	37%
Determining the content of in-service programs.	26%	28%	23%	27%	28%	29%	27%	29%
Setting policy on grouping students in classes by ability.	18%	14%	17%	16%	19%	18%	18%	17%
Teachers were asked how much control they felt they had in their classrooms over the following areas using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Selecting teaching techniques.	82%	83%	86%	87%	90%	88%	88%	88%
Selecting content, topics, and skills to be taught.	61%	64%	68%	68%	71%	69%	69%	68%
Determining the amount of homework to be assigned.	87%	90%	91%	91%	92%	92%	91%	91%
Selecting textbooks and other instructional materials.	59%	59%	67%	62%	69%	64%	67%	63%

Senior High Teachers' Perceptions of Discipline Issues

Senior high teachers indicate that discipline in their schools is a serious problem. (See Table 21.) Roughly half of the senior high teachers report that tardiness, class cutting, and misbehavior such as horseplay or fighting are problems:

- Not quite half (45 percent) of the Chapter 1 teachers report that student misbehavior interferes with their teaching; and
- Over half (56 percent) report that student tardiness and class cutting interfere.

Although most senior high teachers (79 percent) believe that their principal enforces rules for school conduct and backs teachers up when needed, less than one-half believe that the rules are consistently enforced by all teachers in the school.

Senior high teachers' perceptions of influence and control over discipline matters are similar to those of empowerment and autonomy on other issues. Less than one-fourth of the teachers believe they have a high degree of influence over determining the school's discipline policy, but almost two-thirds believe that they have a high degree of control over disciplining students within their classroom.

Senior high teachers at schools both with and without Chapter 1 programs have similar perceptions about general discipline issues.

Poverty Levels

Teachers in schools at each poverty level also responded roughly the same. The one significant difference occurs only for Chapter 1 schools and is very small:

- The percentage of teachers reporting that they have classroom control over disciplining students is 6 percentage points lower at the high poverty level than at the low poverty level.

Table 21
Senior High Teachers' Perceptions of Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.								
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.	50%	45%	47%	45%	43%	41%	45%	42%
The amount of student tardiness and class cutting in this school interferes with my teaching.	62%	55%	55%	56%	55%	54%	56%	55%
My principal enforces school rules for student conduct and backs me up when I need it.	75%	79%	79%	82%	80%	81%	79%	81%
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.	47%	53%	46%	47%	44%	47%	45%	47%
Teachers were asked how much actual influence they believed teachers at their school had over determining discipline policy, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Determining discipline policy.	20%	21%	25%	21%	20%	21%	21%	21%
Teachers were asked how much control they felt they had in their classrooms over disciplining students using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or a 6.								
Disciplining students	60%	60%	64%	65%	66%	64%	65%	64%

Senior High Teachers' Perceptions of Specific Disciplinary Problems

Most specific discipline problems are reported to be serious or moderate by more than a quarter of the senior high teachers. (See Table 22.) The specific discipline problems most commonly cited by teachers in senior high schools with Chapter 1 programs are:

- Student absenteeism (73 percent);
- Student use of alcohol (69 percent);
- Student drug abuse (61 percent); and
- Student tardiness (60 percent).

Students cutting class, teacher absenteeism, vandalism of school property, robbery or theft, physical conflicts among students, verbal abuse of teachers, and student pregnancy also are cited as serious or moderate problems by more than one-fourth of the teachers.

These are also the most commonly cited problems among teachers at non-Chapter 1 senior high schools. Although the percentages are marginally higher for Chapter 1 schools than for non-Chapter 1 schools for most discipline issues, the differences are too small to be significant.

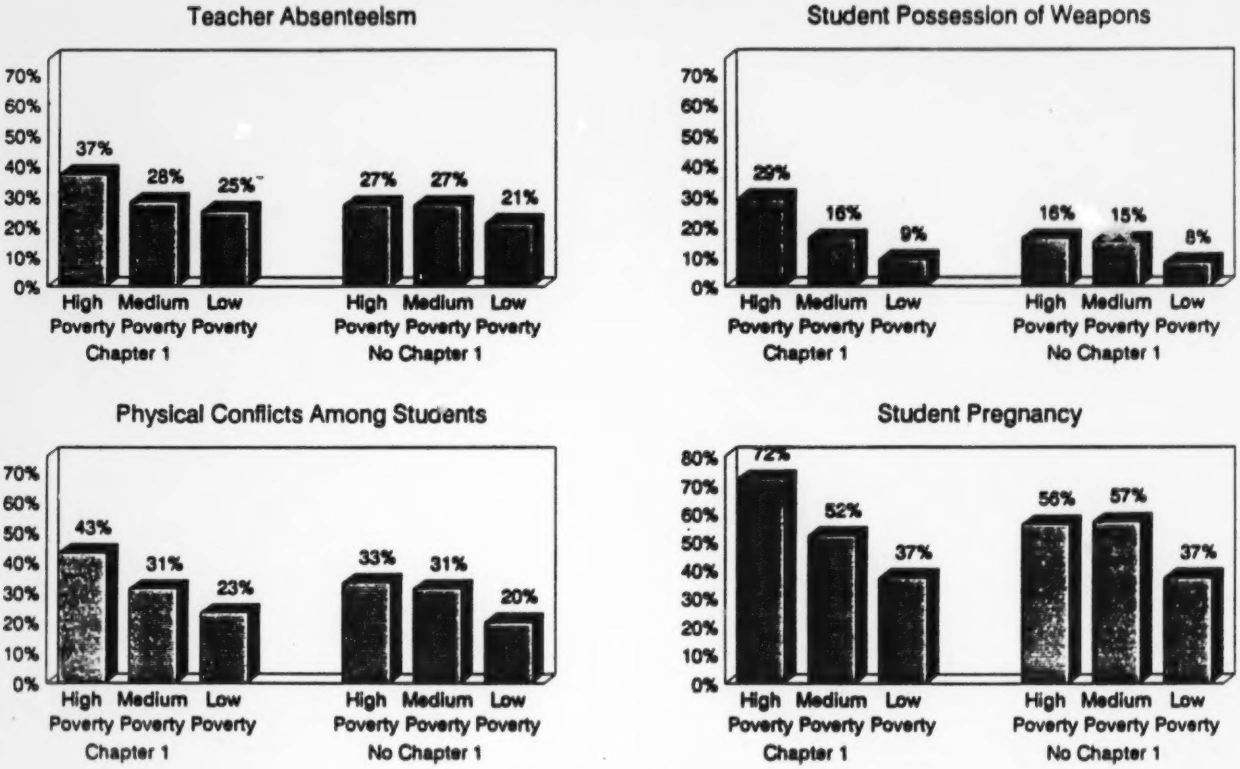
Poverty Levels

Teachers at both Chapter 1 and non-Chapter 1 high poverty high schools are more likely than their counterparts at low poverty schools to cite as problems:

- Teacher absenteeism;
- Student possession of weapons; and
- Physical conflicts among students.

However, there are additional significant differences between high and low poverty Chapter 1 schools. Senior high teachers in high poverty Chapter 1 schools are more likely to report student disciplinary problems than are teachers in low poverty Chapter 1 schools for almost all of the discipline matters included in the survey.

Figure 13
Senior High Teachers' Perceptions of Specific Discipline Issues


Teacher Absenteeism

Student Possession of Weapons

Physical Conflicts Among Students

Student Pregnancy

Figure 14
The Perceptions of Senior High Teachers in Chapter 1 School
About Specific Discipline Issues

Percent of Teachers In Chapter 1 Schools
Indicating a Serious or Moderate
Problem With:

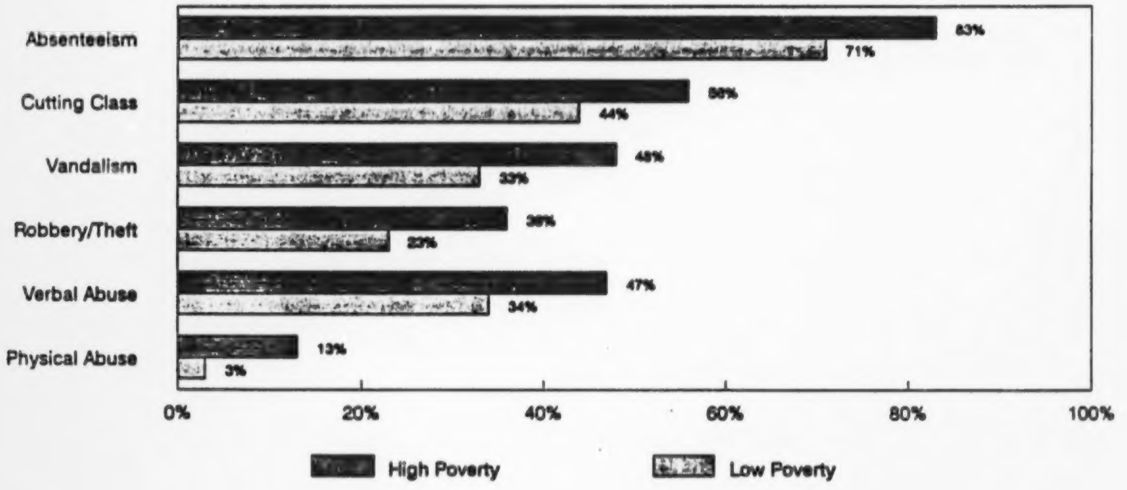


Table 22
Senior High Teacehrs' Perceptions of Specific Discipline Issues

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the categories serious, moderate, minor, and not a problem. The figures given are the percent of teachers noting a serious or moderate problem.								
Student tardiness	69%	61%	58%	60%	59%	56%	60%	57%
Student absenteeism	83%	71%	73%	74%	71%	69%	73%	70%
Students cutting class	56%	49%	46%	43%	44%	41%	46%	42%
Teacher absenteeism	37%	27%	28%	27%	25%	21%	27%	23%
Vandalism of school property	48%	35%	36%	36%	33%	32%	36%	33%
Robbery or theft	36%	28%	27%	29%	23%	22%	26%	24%
Student possession of weapons	29%	16%	16%	15%	9%	8%	14%	10%
Physical conflicts among students	43%	33%	31%	31%	23%	20%	28%	24%
Verbal abuse of teachers	47%	37%	37%	36%	34%	31%	36%	32%
Physical abuse of teachers	13%	7%	7%	6%	3%	3%	5%	4%
Student pregnancy	72%	56%	52%	57%	37%	37%	46%	43%
Student use of alcohol	66%	56%	63%	67%	72%	70%	69%	69%
Student drug abuse	63%	52%	57%	59%	63%	62%	61%	61%

Senior High Teachers' Job Satisfaction and Future Teaching Plans

In response to a series of questions designed to measure job satisfaction and future teaching plans, senior high teachers give mixed signals. (See Table 23.) More than one-half of the teachers at senior high schools with Chapter 1 programs indicate that they would become a teacher again, and most (66 percent) intend to continue teaching either as long as they are able or until they are eligible for retirement. However, more than one-third sometimes believe that it's a waste of time to do their best as a teacher and less than half are satisfied with their teaching salary.

Teachers in non-Chapter 1 schools report these same mixed attitudes. Their responses do not differ significantly from those of teachers in Chapter 1 schools.

Poverty Levels

Given the student discipline problems that teachers in high poverty senior high schools report facing, as well as their perception of a lack of parental support for their efforts, one might expect to find them more discouraged and dissatisfied than other teachers. This is not entirely the case, however.

Teachers in high poverty Chapter 1 schools are more likely than teachers in low poverty Chapter 1 schools to report that they are not satisfied with their teaching salary. However, there are no other notable significant differences between the poverty levels on these measures of job satisfaction.

Figure 16
Satisfaction With Their Teaching Salary of Senior High Teachers in Chapter 1 Schools

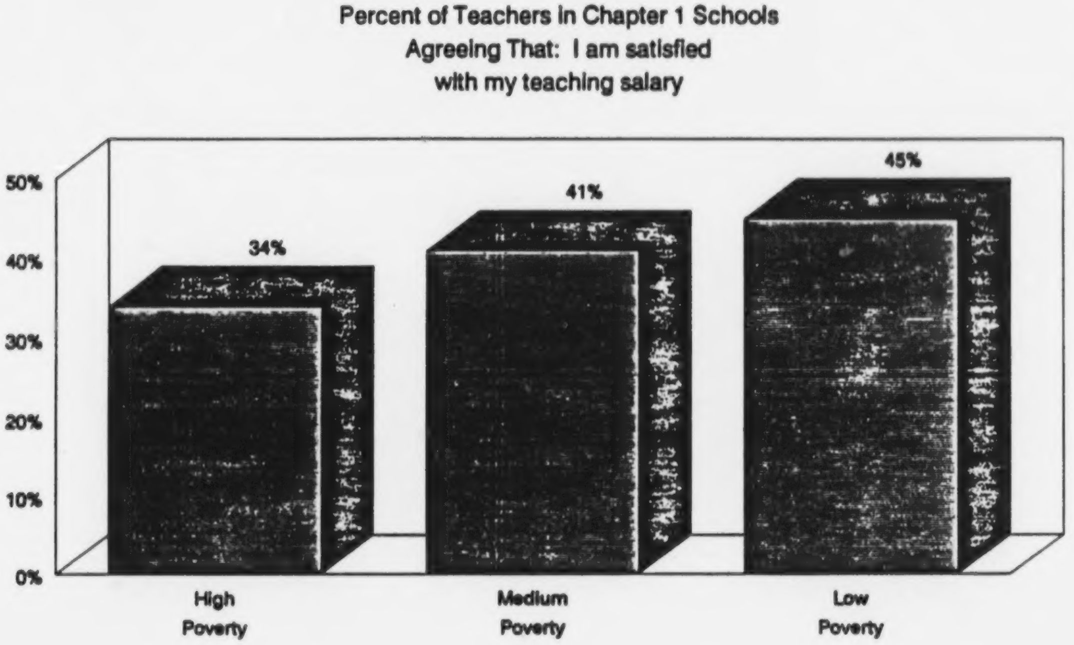


Table 23
Senior High Teachers' Satisfaction With Their Jobs

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers responding "Strongly Agree" or "Somewhat Agree" to the following statements:								
I sometimes feel it is a waste of time to try to do my best as a teacher.	40%	32%	35%	38%	39%	37%	38%	37%
I am satisfied with my teaching salary.	34%	35%	41%	35%	45%	41%	42%	39%
Percent of teachers responding "Probally" or "Certainly" to the following question:								
Would you become a teacher again?	48%	56%	56%	54%	56%	52%	55%	53%

Table 24
Senior High Teachers' Responses to the Question "How Long Do You Plan to Remain In Teaching?"

	Poverty Levels						Total	
	High Poverty		Medium Poverty		Low Poverty		Chapter 1	No Chapter 1
	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1	Chapter 1	No Chapter 1		
Percent of teachers choosing each of the following responses								
As long as I am able.	24%	32%	28%	26%	28%	27%	28%	27%
Until I am eligible for retirment.	40%	33%	37%	38%	39%	40%	38%	39%
Will probally continue until something better comes along.	11%	13%	15%	15%	14%	14%	14%	14%
Definitely plan to leave teaching as soon as I can.	7%	5%	5%	5%	5%	4%	5%	4%
Undecided at this time.	18%	16%	14%	16%	15%	15%	15%	15%

Conclusions

Most senior high teachers agree with positive statements about administrative support, school climate, resource availability, and satisfaction with class sizes in their school. However, perceptions of strong parental support and teacher empowerment in terms of influencing school policy are weaker.

Discipline issues are a serious matter for senior high teachers. Roughly half report that student misbehavior interferes with their teaching and 60 percent or more cite student absenteeism (73 percent), student use of alcohol (69 percent), student drug abuse (61 percent), and student tardiness (60 percent) as serious or moderate problems.

Given the severity of discipline problems cited at senior high schools, one might expect job satisfaction to be low. This appears to be partly true. More than one-third of the Chapter 1 teachers sometimes believe that it's a waste of time to do their best as a teacher and less than half are satisfied with their teaching salary. On the other hand, more than one-half of the teachers at senior high schools with Chapter 1 programs indicate that they would become a teacher again, and most intend to continue teaching either as long as they are able or until they are eligible for retirement.

There are few significant differences between the different groups of senior high teachers. However, there are two notable differences between poverty levels:

- Fewer high poverty senior high teachers report that they receive a great deal of parental support; and
- Especially in Chapter 1 schools, teachers in high poverty schools more often report serious or moderate discipline problems than do teachers in low poverty schools.

Appendix

Unweighted Number of Schools and Teachers,

and

Standard Errors and Confidence Intervals for Estimates

Table A-1
Unweighted Number of Elementary Schools and Teachers, by Type of School

School Type	Number of Schools	Number of Teachers
Chapter 1, High Poverty	831	3,142
No Chapter 1, High Poverty	123	424
Chapter 1, Medium Poverty	1,201	4,407
No Chapter 1, Medium Poverty	348	1,198
Chapter 1, Low Poverty	716	2,616
No Chapter 1, Low Poverty	651	2,286
Total	3,890	14,073

Table A-2
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
The principal lets staff members know what is expected of them.				
Chapter 1, High Poverty	88.02054	0.77711	86.49743	89.54365
No Chapter 1, High Poverty	89.50132	1.77084	86.03054	92.97209
Chapter 1, Medium Poverty	85.31172	0.53017	84.27261	86.35083
No Chapter 1, Medium Poverty	88.40635	0.93561	86.57260	90.24011
Chapter 1, Low Poverty	85.78627	0.85580	84.10893	87.46361
No Chapter 1, Low Poverty	89.50519	0.72255	88.08901	90.92137
Chapter 1 Total	86.25113	0.39566	85.47565	87.02661
No Chapter 1 Total	89.20348	0.45734	88.30710	90.09986
The principal knows what kind of school he/she wants and has communicated it to the staff.				
Chapter 1, High Poverty	83.28042	0.97585	81.36779	85.19305
No Chapter 1, High Poverty	86.98078	1.78313	83.48591	90.47566
Chapter 1, Medium Poverty	80.82974	0.75066	79.35847	82.30100
No Chapter 1, Medium Poverty	85.19170	1.30613	82.63173	87.75168
Chapter 1, Low Poverty	82.60449	0.87071	80.89793	84.31104
No Chapter 1, Low Poverty	87.48963	1.10831	85.31739	89.66187
Chapter 1 Total	82.03558	0.55314	80.95145	83.11971
No Chapter 1 Total	86.75548	0.78014	85.22642	88.28453
Goals and priorities for the school are clear.				
Chapter 1, High Poverty	84.36728	0.74545	82.90623	85.82833
No Chapter 1, High Poverty	85.89147	2.71206	80.57593	91.20700
Chapter 1, Medium Poverty	84.27288	0.75088	82.80118	85.74458
No Chapter 1, Medium Poverty	87.21559	1.36401	84.54219	89.88900
Chapter 1, Low Poverty	84.24873	0.62302	83.02763	85.46983
No Chapter 1, Low Poverty	88.97368	0.73773	87.52775	90.41960
Chapter 1 Total	84.26491	0.41571	83.45013	85.07968
No Chapter 1 Total	88.04091	0.60775	86.84974	89.23207

Table A-2, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Most of my colleagues share my beliefs and values about what the central mission of the school should be.				
Chapter 1, High Poverty	87.24519	0.86978	85.54045	88.94992
No Chapter 1, High Poverty	89.15329	1.73658	85.74965	92.55693
Chapter 1, Medium Poverty	89.31108	0.63847	88.05971	90.56245
No Chapter 1, Medium Poverty	90.72378	0.90428	88.95143	92.49612
Chapter 1, Low Poverty	88.64260	0.63110	87.40568	89.87953
No Chapter 1, Low Poverty	90.50452	0.72498	89.08359	91.92546
Chapter 1 Total	88.47721	0.39519	87.70265	89.25177
No Chapter 1 Total	90.44288	0.55867	89.34790	91.53786
The school administration's behavior towards the staff is supportive and encouraging.				
Chapter 1, High Poverty	80.54404	0.90538	78.76954	82.31854
No Chapter 1, High Poverty	80.61610	2.69166	75.34055	85.89165
Chapter 1, Medium Poverty	77.95937	0.75894	76.47187	79.44687
No Chapter 1, Medium Poverty	81.32469	1.39776	78.58514	84.06424
Chapter 1, Low Poverty	80.04383	0.79625	78.48321	81.60446
No Chapter 1, Low Poverty	82.41189	0.86053	80.72529	84.09849
Chapter 1 Total	79.35400	0.47904	78.41511	80.29290
No Chapter 1 Total	81.87794	0.66244	80.57958	83.17630
In this school, staff members are recognized for a job well done.				
Chapter 1, High Poverty	71.52414	1.26137	69.05191	73.99637
No Chapter 1, High Poverty	72.82817	2.53226	67.86503	77.79131
Chapter 1, Medium Poverty	70.80753	0.96993	68.90649	72.70857
No Chapter 1, Medium Poverty	75.64192	1.42660	72.84583	78.43801
Chapter 1, Low Poverty	72.06039	1.01154	70.07781	74.04298
No Chapter 1, Low Poverty	77.44645	1.21554	75.06404	79.82886
Chapter 1 Total	71.34021	0.56072	70.24123	72.43919
No Chapter 1 Total	76.41168	0.86371	74.71884	78.10453
Teachers in this school are evaluated fairly.				
Chapter 1, High Poverty	81.95597	0.86883	80.25309	83.65886
No Chapter 1, High Poverty	85.08052	1.85203	81.45061	88.71044
Chapter 1, Medium Poverty	84.68838	0.55307	83.60437	85.77238
No Chapter 1, Medium Poverty	87.29083	1.09546	85.14376	89.43789
Chapter 1, Low Poverty	85.02718	0.90798	83.24757	86.80678
No Chapter 1, Low Poverty	89.25814	0.96900	87.35893	91.15735
Chapter 1 Total	83.91624	0.45612	83.02226	84.81022
No Chapter 1 Total	88.23920	0.65214	86.96103	89.51738

Table A-2, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
The principal talks with me frequently about my instructional practices.				
Chapter 1, High Poverty	57.56887	1.34546	54.93183	60.20592
No Chapter 1, High Poverty	55.76277	3.05007	49.78474	61.74081
Chapter 1, Medium Poverty	52.80491	0.84031	51.15794	54.45188
No Chapter 1, Medium Poverty	53.98436	1.65741	50.73589	57.23284
Chapter 1, Low Poverty	52.79525	1.06493	50.70802	54.88248
No Chapter 1, Low Poverty	55.22347	1.36049	52.55696	57.88997
Chapter 1 Total	54.29146	0.68302	52.95278	55.63015
No Chapter 1 Total	54.98152	1.02451	52.97352	56.98951
There is a great deal of cooperative effort among staff members.				
Chapter 1, High Poverty	78.82433	1.11794	76.63320	81.01546
No Chapter 1, High Poverty	80.37276	2.61313	75.25112	85.49440
Chapter 1, Medium Poverty	83.63233	0.67463	82.31007	84.95458
No Chapter 1, Medium Poverty	83.19407	1.11135	81.01586	85.37228
Chapter 1, Low Poverty	83.95641	0.91599	82.16111	85.75172
No Chapter 1, Low Poverty	86.77749	0.89900	85.01549	88.53950
Chapter 1 Total	82.15412	0.50793	81.15859	83.14965
No Chapter 1 Total	84.93763	0.60161	83.75850	86.11676
I make a conscious effort to coordinate the content of my courses with that of other teachers.				
Chapter 1, High Poverty	88.40264	0.71426	87.00272	89.80257
No Chapter 1, High Poverty	87.14180	1.64374	83.92013	90.36347
Chapter 1, Medium Poverty	88.78951	0.52713	87.75636	89.82265
No Chapter 1, Medium Poverty	86.48001	1.24833	84.03333	88.92669
Chapter 1, Low Poverty	88.71681	0.79887	87.15104	90.28257
No Chapter 1, Low Poverty	88.92514	0.70774	87.53801	90.31228
Chapter 1 Total	88.60842	0.31443	87.99215	89.22469
No Chapter 1 Total	87.97914	0.45861	87.08029	88.87799
I have to follow rules that conflict with my best professional judgement.				
Chapter 1, High Poverty	29.40202	0.94789	27.54420	31.25985
No Chapter 1, High Poverty	31.56368	3.09786	25.49199	37.63537
Chapter 1, Medium Poverty	23.14692	0.75673	21.66376	24.63007
No Chapter 1, Medium Poverty	21.51251	1.43647	18.69708	24.32794
Chapter 1, Low Poverty	21.94661	0.98662	20.01287	23.88036
No Chapter 1, Low Poverty	19.24773	1.20783	16.88044	21.61503
Chapter 1 Total	24.90134	0.53264	23.85737	25.94530
No Chapter 1 Total	21.26922	0.86891	19.56617	22.97226

Table A-3
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Resources, Parental Support, and Paperwork

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The principal does a poor job of getting resources for this school.				
Chapter 1, High Poverty	18.52469	0.90953	16.74205	20.30734
No Chapter 1, High Poverty	17.66632	2.20834	13.33805	21.99458
Chapter 1, Medium Poverty	16.60726	0.61588	15.40016	17.81436
No Chapter 1, Medium Poverty	14.76418	1.36435	12.09011	17.43825
Chapter 1, Low Poverty	13.27764	0.80938	11.69129	14.86399
No Chapter 1, Low Poverty	12.40389	1.00634	10.43149	14.37628
Chapter 1 Total	16.44911	0.48177	15.50485	17.39336
No Chapter 1 Total	13.80773	0.79585	12.24790	15.36756
Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.				
Chapter 1, High Poverty	70.56929	0.77575	69.04885	72.08974
No Chapter 1, High Poverty	68.18415	3.42355	61.47412	74.89418
Chapter 1, Medium Poverty	77.05427	0.86913	75.35081	78.75774
No Chapter 1, Medium Poverty	76.94761	1.12810	74.73658	79.15864
Chapter 1, Low Poverty	80.21768	1.16363	77.93701	82.49835
No Chapter 1, Low Poverty	80.85972	1.22309	78.46251	83.25693
Chapter 1 Total	75.73005	0.54033	74.67101	76.78908
No Chapter 1 Total	78.16850	0.94692	76.31257	80.02442
I am satisfied with my class sizes.				
Chapter 1, High Poverty	63.03809	1.27993	60.52947	65.54672
No Chapter 1, High Poverty	59.78888	4.00868	51.93202	67.64575
Chapter 1, Medium Poverty	66.76657	0.92587	64.95189	68.58124
No Chapter 1, Medium Poverty	61.41723	2.08461	57.33147	65.50299
Chapter 1, Low Poverty	68.95292	1.17884	66.64244	71.26340
No Chapter 1, Low Poverty	61.47144	1.72031	58.09969	64.84318
Chapter 1 Total	65.98232	0.65413	64.70025	67.26438
No Chapter 1 Total	61.23141	1.27569	58.73111	63.73171

Table A-3, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Resources, Parental Support, and Paperwork

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
I receive a great deal of support from parents for the work I do.				
Chapter 1, High Poverty	47.86010	1.07059	45.76178	49.95843
No Chapter 1, High Poverty	56.81158	2.38642	52.13428	61.48888
Chapter 1, Medium Poverty	64.24377	0.87343	62.53187	65.95566
No Chapter 1, Medium Poverty	68.52583	1.78031	65.03649	72.01516
Chapter 1, Low Poverty	73.23645	1.01179	71.25337	75.21952
No Chapter 1, Low Poverty	78.38752	1.05529	76.31919	80.45584
Chapter 1 Total	61.51687	0.56486	60.40976	62.62399
No Chapter 1 Total	72.89677	0.81107	71.30710	74.48644
Routine duties and paperwork interfere with my job of teaching.				
Chapter 1, High Poverty	74.50784	0.97048	72.60574	76.40994
No Chapter 1, High Poverty	75.48156	2.88511	69.82684	81.13628
Chapter 1, Medium Poverty	72.84219	0.94000	70.99982	74.68456
No Chapter 1, Medium Poverty	76.39799	1.50221	73.45370	79.34227
Chapter 1, Low Poverty	71.58890	1.09053	69.45150	73.72631
No Chapter 1, Low Poverty	73.40935	1.01305	71.42381	75.39489
Chapter 1 Total	72.94990	0.54311	71.88543	74.01438
No Chapter 1 Total	74.47049	0.82094	72.86149	76.07950

Table A-4
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Teachers were asked whether they agreed or disagreed with the following statement, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
Teachers participate in making most of the important educational decisions in this school.				
Chapter 1, High Poverty	58.48531	1.70086	55.15169	61.81894
No Chapter 1, High Poverty	62.22890	3.91200	54.56152	69.89628
Chapter 1, Medium Poverty	60.85127	0.94587	58.99740	62.70514
No Chapter 1, Medium Poverty	65.47680	2.04320	61.47219	69.48140
Chapter 1, Low Poverty	63.42299	1.11667	61.23436	65.61161
No Chapter 1, Low Poverty	66.73526	1.65285	63.49574	69.97479
Chapter 1 Total	60.71861	0.65996	59.42510	62.01211
No Chapter 1 Total	65.76429	1.13547	63.53880	67.98977
Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Establishing curriculum.				
Chapter 1, High Poverty	25.24193	1.14738	22.99311	27.49074
No Chapter 1, High Poverty	22.27261	2.86463	16.65803	27.88719
Chapter 1, Medium Poverty	34.90761	1.02883	32.89114	36.92409
No Chapter 1, Medium Poverty	29.18200	1.25950	26.71342	31.65058
Chapter 1, Low Poverty	40.53760	1.00995	38.55814	42.51706
No Chapter 1, Low Poverty	32.00016	1.12614	29.79297	34.20735
Chapter 1 Total	33.32139	0.60915	32.12748	34.51529
No Chapter 1 Total	30.03766	0.72925	28.60836	31.46696
Determining the content of in-service programs.				
Chapter 1, High Poverty	31.15020	1.24155	28.71681	33.58359
No Chapter 1, High Poverty	28.30119	3.26454	21.90280	34.69957
Chapter 1, Medium Poverty	33.86189	1.07794	31.74917	35.97462
No Chapter 1, Medium Poverty	32.96990	1.77571	29.48956	36.45023
Chapter 1, Low Poverty	34.90875	1.12108	32.71148	37.10602
No Chapter 1, Low Poverty	34.94590	1.68137	31.65048	38.24133
Chapter 1 Total	33.21520	0.68873	31.86531	34.56509
No Chapter 1 Total	33.50188	1.03391	31.47546	35.52830

Table A-4, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
Setting policy on grouping students in classes by ability.				
Chapter 1, High Poverty	32.36347	0.93348	30.53389	34.19305
No Chapter 1, High Poverty	27.38041	1.96730	23.52458	31.23624
Chapter 1, Medium Poverty	33.52454	1.29194	30.99237	36.05670
No Chapter 1, Medium Poverty	36.76181	1.62445	33.57795	39.94567
Chapter 1, Low Poverty	36.75897	1.20143	34.40422	39.11373
No Chapter 1, Low Poverty	41.02347	1.94054	37.22007	44.82686
Chapter 1 Total	33.97995	0.76081	32.48879	35.47111
No Chapter 1 Total	38.11914	1.23606	35.69650	40.54179
Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Selecting teaching techniques.				
Chapter 1, High Poverty	77.33113	1.05512	75.26315	79.39912
No Chapter 1, High Poverty	76.57115	2.93202	70.82450	82.31779
Chapter 1, Medium Poverty	84.12121	0.65836	82.83085	85.41156
No Chapter 1, Medium Poverty	83.71876	1.19297	81.38058	86.05694
Chapter 1, Low Poverty	87.25743	0.83342	85.62395	88.89091
No Chapter 1, Low Poverty	84.30650	0.83783	82.66438	85.94862
Chapter 1 Total	82.75213	0.43776	81.89413	83.61012
No Chapter 1 Total	83.18812	0.73144	81.75451	84.62172
Selecting content, topics, and skills to be taught.				
Chapter 1, High Poverty	45.63355	1.15830	43.36332	47.90379
No Chapter 1, High Poverty	43.25874	3.22756	36.93284	49.58465
Chapter 1, Medium Poverty	53.91539	0.93509	52.08265	55.74814
No Chapter 1, Medium Poverty	45.56125	1.45425	42.71098	48.41152
Chapter 1, Low Poverty	54.86828	1.10274	52.70694	57.02962
No Chapter 1, Low Poverty	47.37443	1.06811	45.28097	49.46789
Chapter 1 Total	51.51137	0.53603	50.46076	52.56197
No Chapter 1 Total	46.41877	0.83582	44.78059	48.05695

Table A-4, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Determining the amount of homework to be assigned.				
Chapter 1, High Poverty	80.83834	0.91556	79.04388	82.63279
No Chapter 1, High Poverty	80.98627	2.18298	76.70771	85.26482
Chapter 1, Medium Poverty	84.89992	0.66842	83.58984	86.21000
No Chapter 1, Medium Poverty	79.65019	1.42253	76.86208	82.43829
Chapter 1, Low Poverty	83.00498	1.00896	81.02747	84.98250
No Chapter 1, Low Poverty	80.41566	0.93806	78.57709	82.25423
Chapter 1 Total	83.09098	0.50612	82.09900	84.08295
No Chapter 1 Total	80.30915	0.73942	78.85992	81.75838
Selecting textbooks and other instructional materials.				
Chapter 1, High Poverty	38.85313	1.17120	36.55762	41.14863
No Chapter 1, High Poverty	36.67419	2.77324	31.23873	42.10965
Chapter 1, Medium Poverty	49.64841	1.04776	47.59485	51.70198
No Chapter 1, Medium Poverty	36.84864	1.84214	33.23812	40.45916
Chapter 1, Low Poverty	51.52227	1.28722	48.99937	54.04517
No Chapter 1, Low Poverty	40.99184	1.33098	38.38318	43.60051
Chapter 1 Total	46.71342	0.55711	45.62149	47.80534
No Chapter 1 Total	39.26029	0.96265	37.37354	41.14705

Table A-5
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.				
Chapter 1, High Poverty	47.99388	1.39214	45.26533	50.72243
No Chapter 1, High Poverty	45.91876	2.95282	40.13134	51.70617
Chapter 1, Medium Poverty	38.60192	1.07166	36.50151	40.70233
No Chapter 1, Medium Poverty	38.63918	1.78299	35.14458	42.13378
Chapter 1, Low Poverty	32.45478	1.31474	29.87793	35.03162
No Chapter 1, Low Poverty	31.38984	0.94770	29.53238	33.24730
Chapter 1 Total	39.99125	0.70200	38.61537	41.36714
No Chapter 1 Total	35.30325	0.87633	33.58568	37.02083
The amount of student tardiness and class cutting in this school interferes with my teaching.				
Chapter 1, High Poverty	30.30372	0.84443	28.64866	31.95877
No Chapter 1, High Poverty	26.59078	2.44600	21.79670	31.38486
Chapter 1, Medium Poverty	23.11095	0.88042	21.38536	24.83653
No Chapter 1, Medium Poverty	21.71294	1.80175	18.18158	25.24431
Chapter 1, Low Poverty	14.76960	0.82228	13.15797	16.38123
No Chapter 1, Low Poverty	14.15373	0.65035	12.87907	15.42840
Chapter 1 Total	23.23504	0.55793	22.14152	24.32856
No Chapter 1 Total	17.98026	0.74075	16.52842	19.43211
My principal enforces school rules for student conduct and backs me up when I need it.				
Chapter 1, High Poverty	82.86651	1.12659	80.65843	85.07460
No Chapter 1, High Poverty	80.73809	2.59363	75.65467	85.82150
Chapter 1, Medium Poverty	83.54696	0.65602	82.26118	84.83274
No Chapter 1, Medium Poverty	87.34992	1.58505	84.24328	90.45656
Chapter 1, Low Poverty	85.63160	0.94136	83.78657	87.47662
No Chapter 1, Low Poverty	86.97327	0.74852	85.50620	88.44035
Chapter 1 Total	83.85941	0.56249	82.75696	84.96187
No Chapter 1 Total	86.27198	0.61244	85.07162	87.47234

Table A-5, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Discipline Issues

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.				
Chapter 1, High Poverty	69.98007	1.51029	67.01996	72.94017
No Chapter 1, High Poverty	73.70792	2.14488	69.50403	77.91181
Chapter 1, Medium Poverty	75.30686	0.90651	73.53014	77.08359
No Chapter 1, Medium Poverty	78.39835	1.44684	75.56259	81.23411
Chapter 1, Low Poverty	77.08631	1.07270	74.98385	79.18877
No Chapter 1, Low Poverty	79.97022	1.32180	77.37953	82.56090
Chapter 1 Total	74.02470	0.67458	72.70255	75.34685
No Chapter 1 Total	78.74282	0.83232	77.11150	80.37414
Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Determining discipline policy.				
Chapter 1, High Poverty	39.79028	1.33685	37.17009	42.41046
No Chapter 1, High Poverty	35.06120	3.91119	27.39540	42.72700
Chapter 1, Medium Poverty	43.49945	1.20518	41.13735	45.86155
No Chapter 1, Medium Poverty	46.95422	1.80254	43.42131	50.48713
Chapter 1, Low Poverty	47.77460	1.26262	45.29991	50.24928
No Chapter 1, Low Poverty	52.35191	1.66050	49.09739	55.60642
Chapter 1 Total	43.42708	0.77711	41.90397	44.95018
No Chapter 1 Total	48.76393	1.01339	46.77772	50.75014
Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Disciplining students.				
Chapter 1, High Poverty	66.17883	1.00896	64.20130	68.15636
No Chapter 1, High Poverty	66.68428	2.75673	61.28118	72.08739
Chapter 1, Medium Poverty	73.60339	1.04822	71.54893	75.65786
No Chapter 1, Medium Poverty	73.65990	1.30204	71.10795	76.21185
Chapter 1, Low Poverty	78.45714	1.16126	76.18112	80.73317
No Chapter 1, Low Poverty	78.39220	1.14664	76.14482	80.63958
Chapter 1 Total	72.57170	0.57869	71.43748	73.70591
No Chapter 1 Total	75.66674	0.81566	74.06808	77.26540

Table A-6
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Specific Discipline Issues

Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the following categories: Serious, Moderate, Minor, or Not a Problem. The figures given are for teachers noting a Serious or Moderate problem.

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Student tardiness				
Chapter 1, High Poverty	32.13759	1.05477	30.07028	34.20490
No Chapter 1, High Poverty	30.22623	3.80576	22.76708	37.68538
Chapter 1, Medium Poverty	19.67194	0.65359	18.39093	20.95294
No Chapter 1, Medium Poverty	19.62360	1.29141	17.09248	22.15472
Chapter 1, Low Poverty	11.55533	0.74662	10.09199	13.01867
No Chapter 1, Low Poverty	12.82001	0.96304	10.93248	14.70754
Chapter 1 Total	21.54938	0.50469	20.56021	22.53856
No Chapter 1 Total	17.03491	0.85768	15.35390	18.71593
Student absenteeism				
Chapter 1, High Poverty	46.61393	1.51255	43.64938	49.57848
No Chapter 1, High Poverty	42.63572	2.81710	37.11431	48.15712
Chapter 1, Medium Poverty	31.94981	0.85990	30.26443	33.63518
No Chapter 1, Medium Poverty	27.02601	1.58559	23.91832	30.13370
Chapter 1, Low Poverty	19.17392	0.81862	17.56944	20.77839
No Chapter 1, Low Poverty	15.37591	1.09156	13.23649	17.51534
Chapter 1 Total	33.26315	0.64168	32.00547	34.52083
No Chapter 1 Total	22.12999	0.82196	20.51898	23.74101
Students cutting class				
Chapter 1, High Poverty	6.73682	0.57373	5.61233	7.86131
No Chapter 1, High Poverty	5.43428	1.57145	2.35429	8.51428
Chapter 1, Medium Poverty	4.40110	0.33249	3.74942	5.05277
No Chapter 1, Medium Poverty	2.24596	0.55778	1.15274	3.33918
Chapter 1, Low Poverty	1.92732	0.30438	1.33075	2.52389
No Chapter 1, Low Poverty	1.93247	0.48633	0.97928	2.88566
Chapter 1 Total	4.52730	0.24180	4.05338	5.00123
No Chapter 1 Total	2.43281	0.36960	1.70841	3.15720

Table A-6, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Specific Discipline Issues

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Teacher absenteeism				
Chapter 1, High Poverty	22.85293	1.13229	20.63370	25.07217
No Chapter 1, High Poverty	20.45818	3.21975	14.14758	26.76878
Chapter 1, Medium Poverty	10.01669	0.57788	8.88406	11.14932
No Chapter 1, Medium Poverty	11.58589	1.28063	9.07591	14.09587
Chapter 1, Low Poverty	8.57706	0.88426	6.84395	10.31018
No Chapter 1, Low Poverty	6.06557	0.60966	4.87066	7.26048
Chapter 1 Total	13.79312	0.47044	12.87107	14.71516
No Chapter 1 Total	9.37586	0.66781	8.06698	10.68475
Vandalism of school property				
Chapter 1, High Poverty	30.59210	1.04582	28.54233	32.64187
No Chapter 1, High Poverty	25.63835	3.64799	18.48841	32.78828
Chapter 1, Medium Poverty	13.77978	0.58539	12.63244	14.92713
No Chapter 1, Medium Poverty	12.96902	1.28999	10.44068	15.49736
Chapter 1, Low Poverty	9.23376	0.74045	7.78251	10.68501
No Chapter 1, Low Poverty	9.57290	0.73835	8.12575	11.02004
Chapter 1 Total	17.95768	0.46759	17.04121	18.87414
No Chapter 1 Total	12.63957	0.61507	11.43404	13.84509
Robbery or theft				
Chapter 1, High Poverty	23.63146	1.15672	21.36433	25.89859
No Chapter 1, High Poverty	19.83640	3.06729	13.82463	25.84818
Chapter 1, Medium Poverty	10.50321	0.64212	9.24468	11.76175
No Chapter 1, Medium Poverty	9.05593	1.29927	6.50940	11.60246
Chapter 1, Low Poverty	4.91011	0.50218	3.92585	5.89437
No Chapter 1, Low Poverty	4.41309	0.49279	3.44723	5.37894
Chapter 1 Total	13.26441	0.51401	12.25697	14.27185
No Chapter 1 Total	7.64933	0.61103	6.45174	8.84691
Student possession of weapons				
Chapter 1, High Poverty	4.87883	0.70637	3.49437	6.26329
No Chapter 1, High Poverty	3.53718	1.51272	0.57230	6.50206
Chapter 1, Medium Poverty	1.47052	0.17141	1.13456	1.80648
No Chapter 1, Medium Poverty	2.02899	0.60685	0.83958	3.21840
Chapter 1, Low Poverty	0.57277	0.16197	0.25533	0.89022
No Chapter 1, Low Poverty	0.60028	0.13247	0.34064	0.85993
Chapter 1 Total	2.37663	0.22911	1.92759	2.82567
No Chapter 1 Total	1.40433	0.24079	0.93239	1.87627

Table A-6, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Physical conflicts among students				
Chapter 1, High Poverty	37.00642	1.27767	34.50222	39.51062
No Chapter 1, High Poverty	37.91360	3.71606	30.63025	45.19695
Chapter 1, Medium Poverty	20.07613	0.98011	18.15514	21.99711
No Chapter 1, Medium Poverty	21.98077	1.74701	18.55669	25.40486
Chapter 1, Low Poverty	14.03557	0.72666	12.61134	15.45979
No Chapter 1, Low Poverty	10.97705	0.76561	9.47648	12.47762
Chapter 1 Total	23.88468	0.68586	22.54043	25.22894
No Chapter 1 Total	17.53911	0.77565	16.01886	19.05936
Verbal abuse of teachers				
Chapter 1, High Poverty	26.45134	0.98719	24.51648	28.38619
No Chapter 1, High Poverty	24.63215	3.49462	17.78281	31.48148
Chapter 1, Medium Poverty	14.50584	0.68635	13.16061	15.85107
No Chapter 1, Medium Poverty	14.28095	0.99631	12.32823	16.23368
Chapter 1, Low Poverty	10.18103	0.84995	8.51516	11.84690
No Chapter 1, Low Poverty	7.32514	0.70141	5.95039	8.69988
Chapter 1 Total	17.25567	0.44646	16.38063	18.13072
No Chapter 1 Total	11.42383	0.72721	9.99851	12.84914
Physical abuse of teachers				
Chapter 1, High Poverty	4.26042	0.48195	3.31581	5.20503
No Chapter 1, High Poverty	2.95187	1.17179	0.65519	5.24854
Chapter 1, Medium Poverty	1.51247	0.20152	1.11749	1.90745
No Chapter 1, Medium Poverty	1.31190	0.40949	0.50932	2.11448
Chapter 1, Low Poverty	0.75839	0.22345	0.32043	1.19634
No Chapter 1, Low Poverty	0.64467	0.14955	0.35155	0.93779
Chapter 1 Total	2.23505	0.19486	1.85313	2.61697
No Chapter 1 Total	1.15490	0.20162	0.75973	1.55008
Student pregnancy				
Chapter 1, High Poverty	4.35307	0.49165	3.38946	5.31668
No Chapter 1, High Poverty	3.31674	1.65298	0.07695	6.55652
Chapter 1, Medium Poverty	3.49240	0.30941	2.88597	4.09882
No Chapter 1, Medium Poverty	2.02516	0.80625	0.44494	3.60537
Chapter 1, Low Poverty	1.19797	0.29430	0.62116	1.77478
No Chapter 1, Low Poverty	0.72106	0.22785	0.27448	1.16765
Chapter 1 Total	3.15876	0.23484	2.69848	3.61903
No Chapter 1 Total	1.39772	0.23502	0.93709	1.85835

Table A-6, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Student use of alcohol				
Chapter 1, High Poverty	5.88407	0.56101	4.78451	6.98364
No Chapter 1, High Poverty	3.23686	1.61195	0.07750	6.39622
Chapter 1, Medium Poverty	8.06434	0.52155	7.04211	9.08656
No Chapter 1, Medium Poverty	3.31286	0.91131	1.52673	5.09899
Chapter 1, Low Poverty	4.13141	0.62402	2.90836	5.35446
No Chapter 1, Low Poverty	1.79899	0.53393	0.75251	2.84546
Chapter 1 Total	6.38299	0.35840	5.68055	7.08544
No Chapter 1 Total	2.44967	0.34763	1.76834	3.13101
Student drug abuse				
Chapter 1, High Poverty	6.36784	0.55213	5.28568	7.45001
No Chapter 1, High Poverty	3.63134	1.44168	0.80569	6.45699
Chapter 1, Medium Poverty	6.25500	0.53821	5.20012	7.30988
No Chapter 1, Medium Poverty	3.01920	0.87040	1.31326	4.72515
Chapter 1, Low Poverty	3.15974	0.48253	2.21401	4.10548
No Chapter 1, Low Poverty	1.48500	0.22602	1.04200	1.92800
Chapter 1 Total	5.53876	0.32895	4.89404	6.18349
No Chapter 1 Total	2.27280	0.27631	1.73125	2.81435

Table A-7
Standard Errors and Confidence Intervals for Elementary Teachers' Satisfaction with Their Job

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

I sometimes feel it is a waste of time to try to do my best as teacher.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Chapter 1, High Poverty	27.94991	1.05264	25.88677	30.01304
No Chapter 1, High Poverty	21.32264	1.96798	17.46547	25.17980
Chapter 1, Medium Poverty	25.41640	0.71176	24.02138	26.81141
No Chapter 1, Medium Poverty	25.00954	1.37694	22.31079	27.70828
Chapter 1, Low Poverty	21.72818	0.96410	19.83858	23.61778
No Chapter 1, Low Poverty	19.93090	0.95303	18.06300	21.79880
Chapter 1 Total	25.36813	0.51997	24.34901	26.38726
No Chapter 1 Total	21.59612	0.81536	19.99805	23.19420

I am satisfied with my teaching salary.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Chapter 1, High Poverty	37.29563	1.12531	35.09005	39.50120
No Chapter 1, High Poverty	33.33289	2.20285	29.01538	37.65040
Chapter 1, Medium Poverty	42.13907	1.07014	40.04163	44.23651
No Chapter 1, Medium Poverty	42.45446	1.85557	38.81761	46.09131
Chapter 1, Low Poverty	46.93472	1.37298	44.24374	49.62571
No Chapter 1, Low Poverty	41.74151	1.30296	39.18777	44.29526
Chapter 1 Total	41.84051	0.67705	40.51351	43.16751
No Chapter 1 Total	40.85832	0.96827	38.96055	42.75609

Teachers were asked to answer the following question, using one of four responses: Certainly would become a teacher, Probably would become a teacher, Chances about even for and against, Probably would not become a teacher, Certainly would not become a teacher. The figures given are for teachers answering Certainly or Probably would become a teacher.

If you could go back to your college days and start over, would you become a teacher or not?

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Chapter 1, High Poverty	60.17409	1.06810	58.08064	62.26753
No Chapter 1, High Poverty	57.77026	2.83185	52.21994	63.32059
Chapter 1, Medium Poverty	63.84285	0.72484	62.42220	65.26350
No Chapter 1, Medium Poverty	62.58047	1.86264	58.92976	66.23119
Chapter 1, Low Poverty	64.84467	0.97054	62.94244	66.74690
No Chapter 1, Low Poverty	63.24750	1.28891	60.72128	65.77372
Chapter 1 Total	62.86490	0.50287	61.87930	63.85050
No Chapter 1 Total	62.40892	0.98098	60.48624	64.33161

A-8

Standard Errors and Confidence Intervals for Elementary Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Response	Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
Chapter 1, High Poverty	As long as I am able	33.85080	1.03398	31.82424	35.87736
	Until eligible for retirement	35.04148	1.11236	32.86130	37.22166
	Unless something better comes along	10.15095	0.48339	9.20352	11.09838
	Will leave as soon as I can	4.34653	0.48015	3.40546	5.28761
	Undecided	16.61023	1.16037	14.33594	18.88452
No Chapter 1, High Poverty	As long as I am able	33.98163	4.07880	25.98734	41.97592
	Until eligible for retirement	30.57867	4.29888	22.15302	39.00433
	Unless something better comes along	14.33215	1.37318	11.64076	17.02354
	Will leave as soon as I can	3.88030	1.09023	1.74349	6.01711
	Undecided	17.22725	1.96161	13.38257	21.07193
Chapter 1, Medium Poverty	As long as I am able	33.57996	0.88066	31.85390	35.30602
	Until eligible for retirement	37.52210	0.91561	35.72753	39.31666
	Unless something better comes along	11.17011	0.59242	10.00899	12.33122
	Will leave as soon as I can	3.24621	0.30546	2.64752	3.84490
	Undecided	14.48162	0.59653	13.31244	15.65080
No Chapter 1, Medium Poverty	As long as I am able	32.14432	1.94422	28.33373	35.95492
	Until eligible for retirement	38.18710	1.78871	34.68130	41.69290
	Unless something better comes along	9.89835	0.79343	8.34325	11.45345
	Will leave as soon as I can	3.18182	0.83712	1.54109	4.82255
	Undecided	16.58842	1.48384	13.68014	19.49669
Chapter 1, Low Poverty	As long as I am able	35.90086	0.82678	34.28039	37.52132
	Until eligible for retirement	35.82727	1.15189	33.56961	38.08493
	Unless something better comes along	10.19741	0.57502	9.07038	11.32443
	Will leave as soon as I can	2.39081	0.28467	1.83287	2.94875
	Undecided	15.68366	0.88370	13.95164	17.41568
No Chapter 1, Low Poverty	As long as I am able	33.15119	1.00445	31.18251	35.11988
	Until eligible for retirement	36.38532	1.28809	33.86072	38.90992
	Unless something better comes along	10.39993	0.56356	9.29537	11.50449
	Will leave as soon as I can	2.98330	0.40675	2.18609	3.78051
	Undecided	17.08026	1.06505	14.99279	19.16772

A-8, continued
Standard Errors and Confidence Intervals for Elementary Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Response	Estimate	Standard Error	95% Confidence Interval Lower	Upper
Chapter 1 Total	As long as I am able	34.31274	0.57689	33.18205	35.44342
	Until eligible for retirement	36.21774	0.62916	34.98460	37.45088
	Unless something better comes along	10.55589	0.28161	10.00394	11.10784
	Will leave as soon as I can	3.42098	0.19099	3.04666	3.79531
	Undecided	15.49265	0.52361	14.46639	16.51891
No Chapter 1 Total	As long as I am able	32.97330	1.00116	31.01107	34.93553
	Until eligible for retirement	36.16583	0.85589	34.48831	37.84334
	Unless something better comes along	10.78120	0.41225	9.97321	11.58919
	Will leave as soon as I can	3.13496	0.33595	2.47652	3.79341
	Undecided	16.94471	0.77360	15.42849	18.46093

Table A-9
Unweighted Number of Middle and Junior High Schools and Teachers, by Type of School

School Type	Number of Schools	Number of Teachers
Chapter 1, High Poverty	168	761
No Chapter 1, High Poverty	74	344
Chapter 1, Medium Poverty	266	1,313
No Chapter 1, Medium Poverty	266	1,245
Chapter 1, Low Poverty	208	1,042
No Chapter 1, Low Poverty	358	1,816
Total	1,345	6,521

Table A-10
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The principal lets staff members know what is expected of them.				
Chapter 1, High Poverty	85.51530	1.96057	81.67266	89.35794
No Chapter 1, High Poverty	83.19583	2.97237	77.37010	89.02157
Chapter 1, Medium Poverty	85.99724	1.20021	83.64487	88.34961
No Chapter 1, Medium Poverty	84.96248	1.60225	81.82212	88.10284
Chapter 1, Low Poverty	85.23657	1.28643	82.71521	87.75792
No Chapter 1, Low Poverty	85.17735	0.89474	83.42370	86.93101
Chapter 1 Total	85.66208	0.76831	84.15622	87.16795
No Chapter 1 Total	84.83568	0.82119	83.22618	86.44518
The principal knows what kind os school he/she wants and has communicated it to the staff.				
Chapter 1, High Poverty	80.69969	2.18215	76.42276	84.97662
No Chapter 1, High Poverty	78.25594	2.98495	72.40554	84.10634
Chapter 1, Medium Poverty	80.09203	1.44393	77.26197	82.92208
No Chapter 1, Medium Poverty	77.37848	1.59561	74.25114	80.50581
Chapter 1, Low Poverty	82.08653	1.71524	78.72472	85.44834
No Chapter 1, Low Poverty	80.40042	0.98947	78.46109	82.33975
Chapter 1 Total	80.97680	1.00616	79.00478	82.94883
No Chapter 1 Total	79.07870	0.80262	77.50561	80.65180
Goals and priorities for the school are clear.				
Chapter 1, High Poverty	78.20758	2.74244	72.83249	83.58267
No Chapter 1, High Poverty	81.21369	2.78922	75.74691	86.68046
Chapter 1, Medium Poverty	81.11246	1.56339	78.04828	84.17664
No Chapter 1, Medium Poverty	79.54189	1.54714	76.50955	82.57423
Chapter 1, Low Poverty	82.28178	1.58624	79.17282	85.39075
No Chapter 1, Low Poverty	81.00542	1.24678	78.56177	83.44906
Chapter 1 Total	80.77695	1.04457	78.72963	82.82426
No Chapter 1 Total	80.44574	0.80354	78.87083	82.02065

Table A-10, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Administrative Support and School Climate

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Most of my colleagues share my beliefs and values about what the central mission of the school should be.				
Chapter 1, High Poverty	81.51016	1.64767	78.28079	84.73953
No Chapter 1, High Poverty	82.42188	3.16424	76.22008	88.62369
Chapter 1, Medium Poverty	83.79756	1.32049	81.20944	86.38568
No Chapter 1, Medium Poverty	84.03943	1.35933	81.37519	86.70367
Chapter 1, Low Poverty	85.05510	1.36925	82.37141	87.73878
No Chapter 1, Low Poverty	86.36268	0.88707	84.62407	88.10130
Chapter 1 Total	83.56808	0.88258	81.83826	85.29790
No Chapter 1 Total	85.14030	0.64735	83.87152	86.40908
The school administration's behavior towards the staff is supportive and encouraging.				
Chapter 1, High Poverty	72.03447	3.18109	65.79964	78.26930
No Chapter 1, High Poverty	78.18902	2.66944	72.95701	83.42102
Chapter 1, Medium Poverty	78.30695	1.52478	75.31844	81.29545
No Chapter 1, Medium Poverty	78.79406	1.71540	75.43195	82.15618
Chapter 1, Low Poverty	80.94608	1.54457	77.91878	83.97338
No Chapter 1, Low Poverty	76.85296	1.43327	74.04379	79.66212
Chapter 1 Total	77.60521	0.97727	75.68979	79.52063
No Chapter 1 Total	77.61894	1.03319	75.59392	79.64395
In this school, staff members are recognized for a job well done.				
Chapter 1, High Poverty	64.97067	2.86565	59.35409	70.58725
No Chapter 1, High Poverty	66.78581	3.14364	60.62438	72.94724
Chapter 1, Medium Poverty	67.06294	1.53282	64.05867	70.06720
No Chapter 1, Medium Poverty	66.24386	1.80707	62.70206	69.78566
Chapter 1, Low Poverty	68.54829	1.78380	65.05209	72.04448
No Chapter 1, Low Poverty	65.60208	1.51525	62.63224	68.57193
Chapter 1 Total	67.03489	1.03984	64.99685	69.07293
No Chapter 1 Total	65.88113	1.13070	63.66500	68.09726
Teachers in this school are evaluated fairly.				
Chapter 1, High Poverty	78.26821	2.48211	73.40337	83.13306
No Chapter 1, High Poverty	78.47816	2.32484	73.92157	83.03476
Chapter 1, Medium Poverty	83.56969	1.12835	81.35817	85.78120
No Chapter 1, Medium Poverty	82.42577	1.27737	79.92217	84.92937
Chapter 1, Low Poverty	85.60271	1.41410	82.83111	88.37430
No Chapter 1, Low Poverty	83.32245	1.42361	80.53223	86.11268
Chapter 1 Total	82.90279	0.88699	81.16432	84.64127
No Chapter 1 Total	82.44846	0.94067	80.60478	84.29213

Table A-10, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
The principal talks with me frequently about my instructional practices.				
Chapter 1, High Poverty	47.84627	2.26303	43.41081	52.28172
No Chapter 1, High Poverty	47.18164	3.53601	40.25118	54.11210
Chapter 1, Medium Poverty	49.67826	1.88442	45.98488	53.37165
No Chapter 1, Medium Poverty	46.96324	1.76447	43.50494	50.42153
Chapter 1, Low Poverty	42.67937	2.41698	37.94218	47.41656
No Chapter 1, Low Poverty	41.88015	1.22156	39.48595	44.27436
Chapter 1 Total	46.98758	1.00787	45.01219	48.96297
No Chapter 1 Total	44.15760	0.92078	42.35291	45.96229
There is a great deal of cooperative effort among staff members.				
Chapter 1, High Poverty	72.06094	1.96889	68.20198	75.91990
No Chapter 1, High Poverty	77.72078	2.21361	73.38218	82.05938
Chapter 1, Medium Poverty	79.83647	1.40466	77.08339	82.58955
No Chapter 1, Medium Poverty	76.79665	1.96767	72.94008	80.65321
Chapter 1, Low Poverty	80.51348	1.38344	77.80199	83.22497
No Chapter 1, Low Poverty	80.67729	1.06586	78.58824	82.76634
Chapter 1 Total	77.94905	0.96609	76.05554	79.84256
No Chapter 1 Total	78.96183	0.86325	77.26989	80.65377
I make a conscious effort to coordinate the content of my courses with that of other teachers.				
Chapter 1, High Poverty	79.08060	2.41799	74.34142	83.81978
No Chapter 1, High Poverty	79.94361	2.27653	75.48170	84.40553
Chapter 1, Medium Poverty	82.12639	1.18728	79.79936	84.45342
No Chapter 1, Medium Poverty	81.09798	1.44184	78.27203	83.92392
Chapter 1, Low Poverty	82.01274	1.37111	79.32542	84.70006
No Chapter 1, Low Poverty	81.65074	1.12595	79.44392	83.85755
Chapter 1 Total	81.29062	0.90824	79.51051	83.07073
No Chapter 1 Total	81.24727	0.82770	79.62501	82.86953
I have to follow rules that conflict with my best professional judgement.				
Chapter 1, High Poverty	33.66528	2.41070	28.94040	38.39017
No Chapter 1, High Poverty	36.52294	3.98778	28.70704	44.33885
Chapter 1, Medium Poverty	30.05302	1.39005	27.32857	32.77747
No Chapter 1, Medium Poverty	28.67118	1.51647	25.69894	31.64341
Chapter 1, Low Poverty	26.96312	1.59639	23.83426	30.09199
No Chapter 1, Low Poverty	26.77042	1.43274	23.96231	29.57854
Chapter 1 Total	30.03094	0.90522	28.25674	31.80514
No Chapter 1 Total	28.48575	0.81862	26.88129	30.09022

Table A-11
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The principal does a poor job of getting resources for this school.				
Chapter 1, High Poverty	23.84073	2.29311	19.34631	28.33514
No Chapter 1, High Poverty	19.19075	2.87754	13.55087	24.83063
Chapter 1, Medium Poverty	18.19955	1.14422	15.95692	20.44218
No Chapter 1, Medium Poverty	15.79981	1.59951	12.66484	18.93478
Chapter 1, Low Poverty	16.62304	1.38470	13.90908	19.33699
No Chapter 1, Low Poverty	14.60464	1.16639	12.31856	16.89072
Chapter 1 Total	19.10516	0.79919	17.53879	20.67154
No Chapter 1 Total	15.52431	0.96044	13.64188	17.40674
Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.				
Chapter 1, High Poverty	64.02637	3.22326	57.70889	70.34385
No Chapter 1, High Poverty	72.95859	3.31558	66.46017	79.45700
Chapter 1, Medium Poverty	75.53692	1.72569	72.15464	78.91920
No Chapter 1, Medium Poverty	77.37691	1.72886	73.98840	80.76543
Chapter 1, Low Poverty	79.27882	1.86158	75.63018	82.92745
No Chapter 1, Low Poverty	79.95396	1.45571	77.10082	82.80710
Chapter 1 Total	73.66501	1.19211	71.32851	76.00150
No Chapter 1 Total	78.24991	1.00456	76.28101	80.21882
I am satisfied with my class sizes.				
Chapter 1, High Poverty	63.11112	2.12501	58.94617	67.27607
No Chapter 1, High Poverty	66.63541	3.08132	60.59614	72.67468
Chapter 1, Medium Poverty	70.48774	1.63314	67.28684	73.68864
No Chapter 1, Medium Poverty	66.62565	1.90036	62.90101	70.35029
Chapter 1, Low Poverty	69.69598	2.29356	65.20069	74.19127
No Chapter 1, Low Poverty	67.56738	1.41522	64.79360	70.34117
Chapter 1 Total	68.33387	1.14565	66.08844	70.57929
No Chapter 1 Total	67.08771	0.99414	65.13923	69.03619

Table A-11, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
I receive a great deal of support from parents for the work I do.				
Chapter 1, High Poverty	39.31937	2.43333	34.55014	44.08861
No Chapter 1, High Poverty	40.93944	4.37846	32.35781	49.52106
Chapter 1, Medium Poverty	50.91534	1.93998	47.11304	54.71764
No Chapter 1, Medium Poverty	49.60266	1.77772	46.11840	53.08692
Chapter 1, Low Poverty	60.34941	1.75362	56.91237	63.78645
No Chapter 1, Low Poverty	61.79005	1.66405	58.52858	65.05152
Chapter 1 Total	50.86501	1.26954	48.37675	53.35327
No Chapter 1 Total	55.32008	1.16652	53.03374	57.60643
Routine duties and paperwork interfere with my job of teaching.				
Chapter 1, High Poverty	74.27257	2.54565	69.28320	79.26195
No Chapter 1, High Poverty	75.32691	2.77072	69.89639	80.75743
Chapter 1, Medium Poverty	70.06952	1.52372	67.08308	73.05596
No Chapter 1, Medium Poverty	74.81071	1.24922	72.36229	77.25914
Chapter 1, Low Poverty	68.02379	1.67214	64.74645	71.30113
No Chapter 1, Low Poverty	71.94037	1.28239	69.42694	74.45381
Chapter 1 Total	70.42710	1.01000	68.44753	72.40667
No Chapter 1 Total	73.33106	0.88047	71.60536	75.05675

Table A-12
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teachers were asked whether they agreed or disagreed with the following statement, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
Teachers participate in making most of the important educational decisions in this school.				
Chapter 1, High Poverty	49.04096	4.15794	40.89155	57.19037
No Chapter 1, High Poverty	59.67314	3.15786	53.48386	65.86243
Chapter 1, Medium Poverty	57.67141	1.43278	54.86321	60.47960
No Chapter 1, Medium Poverty	53.98638	1.74083	50.57440	57.39835
Chapter 1, Low Poverty	55.77537	2.04232	51.77250	59.77825
No Chapter 1, Low Poverty	53.31904	1.40559	50.56414	56.07394
Chapter 1 Total	54.83557	1.26406	52.35805	57.31308
No Chapter 1 Total	54.22131	1.07360	52.11709	56.32553
Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Establishing curriculum.				
Chapter 1, High Poverty	22.40991	2.42187	17.66314	27.15668
No Chapter 1, High Poverty	24.08796	3.14609	17.92173	30.25419
Chapter 1, Medium Poverty	35.04710	1.54386	32.02119	38.07301
No Chapter 1, Medium Poverty	31.60512	1.85220	27.97488	35.23536
Chapter 1, Low Poverty	42.95051	1.99744	39.03559	46.86543
No Chapter 1, Low Poverty	38.48785	1.64267	35.26829	41.70742
Chapter 1 Total	34.43014	1.02612	32.41899	36.44129
No Chapter 1 Total	34.53185	1.07117	32.43241	36.63130
Determining the content of in-service programs.				
Chapter 1, High Poverty	23.07086	2.16005	18.83724	27.30447
No Chapter 1, High Poverty	21.04846	2.51030	16.12836	25.96856
Chapter 1, Medium Poverty	27.15229	1.70288	23.81471	30.48988
No Chapter 1, Medium Poverty	29.25454	1.64935	26.02187	32.48722
Chapter 1, Low Poverty	31.16149	1.97861	27.28349	35.03949
No Chapter 1, Low Poverty	31.91485	1.61106	28.75724	35.07247
Chapter 1 Total	27.52911	1.01653	25.53675	29.52148
No Chapter 1 Total	29.82097	1.18133	27.50560	32.13633

Table A-12, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Setting policy on grouping students in classes by ability.				
Chapter 1, High Poverty	18.37379	1.53416	15.36690	21.38068
No Chapter 1, High Poverty	20.35653	3.34721	13.79612	26.91693
Chapter 1, Medium Poverty	26.15731	1.40657	23.40048	28.91413
No Chapter 1, Medium Poverty	24.15895	1.55624	21.10878	27.20912
Chapter 1, Low Poverty	28.63735	1.68280	25.33913	31.93558
No Chapter 1, Low Poverty	26.05033	1.10873	23.87727	28.22339
Chapter 1 Total	24.92614	0.91396	23.13481	26.71746
No Chapter 1 Total	24.76517	0.73992	23.31495	26.21539
Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Selecting teaching techniques.				
Chapter 1, High Poverty	81.52581	2.27081	77.07510	85.97652
No Chapter 1, High Poverty	81.03511	2.10918	76.90120	85.16903
Chapter 1, Medium Poverty	85.35792	1.13067	83.14185	87.57398
No Chapter 1, Medium Poverty	87.39034	1.15554	85.12553	89.65515
Chapter 1, Low Poverty	88.74354	1.39577	86.00787	91.47921
No Chapter 1, Low Poverty	86.47691	1.02604	84.46591	88.48791
Chapter 1 Total	85.47351	0.93972	83.63170	87.31532
No Chapter 1 Total	86.20222	0.63999	84.94786	87.45657
Selecting content, topics, and skills to be taught.				
Chapter 1, High Poverty	54.02326	2.19187	49.72728	58.31923
No Chapter 1, High Poverty	55.33108	2.60150	50.23224	60.42992
Chapter 1, Medium Poverty	61.65851	1.72108	58.28525	65.03177
No Chapter 1, Medium Poverty	61.91009	1.96805	58.05279	65.76739
Chapter 1, Low Poverty	67.41321	2.12966	63.23915	71.58728
No Chapter 1, Low Poverty	63.39975	1.54014	60.38113	66.41837
Chapter 1 Total	61.52335	1.11898	59.33019	63.71652
No Chapter 1 Total	61.94768	1.11307	59.76610	64.12925

Table A-12, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Determining the amount of homework to be assigned.				
Chapter 1, High Poverty	85.82333	1.56142	82.76301	88.88365
No Chapter 1, High Poverty	85.02709	2.34933	80.42250	89.63169
Chapter 1, Medium Poverty	88.78078	1.11450	86.59641	90.96516
No Chapter 1, Medium Poverty	85.94369	1.49723	83.00918	88.87820
Chapter 1, Low Poverty	90.71567	1.09001	88.57929	92.85206
No Chapter 1, Low Poverty	85.46893	1.16918	83.17738	87.76048
Chapter 1 Total	88.58135	0.66523	87.27752	89.88518
No Chapter 1 Total	85.60758	0.95368	83.73841	87.47675
Selecting textbooks and other instructional materials.				
Chapter 1, High Poverty	53.68535	2.81369	48.17061	59.20009
No Chapter 1, High Poverty	45.22856	3.25275	38.85330	51.60383
Chapter 1, Medium Poverty	57.78936	2.03650	53.79789	61.78082
No Chapter 1, Medium Poverty	52.66879	1.98016	48.78775	56.54983
Chapter 1, Low Poverty	68.80237	1.90146	65.07558	72.52917
No Chapter 1, Low Poverty	58.67087	1.67233	55.39317	61.94856
Chapter 1 Total	60.42381	1.21163	58.04906	62.79857
No Chapter 1 Total	55.09888	1.32108	52.50961	57.68815

Table A-13
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.				
Chapter 1, High Poverty	60.84438	2.27575	56.38398	65.30477
No Chapter 1, High Poverty	59.08470	3.82733	51.58328	66.58612
Chapter 1, Medium Poverty	48.63603	1.73959	45.22650	52.04556
No Chapter 1, Medium Poverty	57.05864	1.98554	53.16706	60.95023
Chapter 1, Low Poverty	39.63836	1.85552	36.00162	43.27511
No Chapter 1, Low Poverty	45.09729	1.30653	42.53655	47.65804
Chapter 1 Total	48.83201	0.88667	47.09416	50.56985
No Chapter 1 Total	50.75334	1.13247	48.53374	52.97293
The amount of student tardiness and class cutting in this school interferes with my teaching.				
Chapter 1, High Poverty	45.99234	2.39818	41.29200	50.69268
No Chapter 1, High Poverty	47.03780	3.30468	40.56074	53.51487
Chapter 1, Medium Poverty	37.63536	1.72840	34.24776	41.02296
No Chapter 1, Medium Poverty	40.67898	2.17258	36.42081	44.93716
Chapter 1, Low Poverty	28.29608	1.57096	25.21705	31.37512
No Chapter 1, Low Poverty	26.14547	1.33586	23.52724	28.76371
Chapter 1 Total	36.65174	1.13023	34.43653	38.86695
No Chapter 1 Total	33.46243	1.26643	30.98027	35.94459
My principal enforces school rules for student conduct and backs me up when I need it.				
Chapter 1, High Poverty	77.70526	2.31789	73.16228	82.24825
No Chapter 1, High Poverty	81.36283	3.46581	74.56996	88.15570
Chapter 1, Medium Poverty	81.60753	1.57051	78.52939	84.68567
No Chapter 1, Medium Poverty	81.25891	1.69538	77.93603	84.58180
Chapter 1, Low Poverty	82.15345	1.68091	78.85893	85.44797
No Chapter 1, Low Poverty	81.13818	0.78942	79.59094	82.68541
Chapter 1 Total	80.81784	0.88597	79.08138	82.55430
No Chapter 1 Total	81.18723	0.77532	79.66763	82.70683

Table A-13, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Discipline Issues

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.				
Chapter 1, High Poverty	57.80356	3.15406	51.62172	63.98540
No Chapter 1, High Poverty	54.59688	3.38967	47.95326	61.24051
Chapter 1, Medium Poverty	61.28446	1.80337	57.74992	64.81901
No Chapter 1, Medium Poverty	54.27730	1.99055	50.37590	58.17870
Chapter 1, Low Poverty	62.40653	1.75463	58.96752	65.84554
No Chapter 1, Low Poverty	58.75510	1.59962	55.61991	61.89029
Chapter 1 Total	60.78749	1.14197	58.54928	63.02571
No Chapter 1 Total	56.72523	1.18220	54.40816	59.04229

Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Determining discipline policy.				
Chapter 1, High Poverty	26.17877	2.40625	21.46261	30.89494
No Chapter 1, High Poverty	28.36961	3.83105	20.86089	35.87833
Chapter 1, Medium Poverty	31.31088	1.84208	27.70047	34.92129
No Chapter 1, Medium Poverty	28.50791	1.79527	24.98924	32.02658
Chapter 1, Low Poverty	31.03343	1.75058	27.60236	34.46449
No Chapter 1, Low Poverty	31.00483	1.61384	27.84177	34.16789
Chapter 1 Total	29.88735	0.97630	27.97384	31.80087
No Chapter 1 Total	29.81824	1.21378	27.43927	32.19720

Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

Disciplining students.				
Chapter 1, High Poverty	64.53570	2.22655	60.17174	68.89965
No Chapter 1, High Poverty	55.05994	2.70370	49.76078	60.35910
Chapter 1, Medium Poverty	66.53860	1.66546	63.27435	69.80284
No Chapter 1, Medium Poverty	61.40572	1.80738	57.86331	64.94812
Chapter 1, Low Poverty	72.27270	1.57621	69.18338	75.36203
No Chapter 1, Low Poverty	68.49422	1.52234	65.51050	71.47795
Chapter 1 Total	67.94884	1.00608	65.97696	69.92072
No Chapter 1 Total	64.59503	1.02798	62.58023	66.60983

Table A-14
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the following categories: Serious, Moderate, Minor, or Not a Problem. The figures given are for teachers noting a Serious or Moderate problem.				
Student tardiness				
Chapter 1, High Poverty	57.63925	3.00959	51.74057	63.53793
No Chapter 1, High Poverty	53.36995	3.67448	46.16809	60.57180
Chapter 1, Medium Poverty	37.15531	2.18172	32.87921	41.43141
No Chapter 1, Medium Poverty	44.49159	2.25459	40.07267	48.91052
Chapter 1, Low Poverty	24.90066	1.73900	21.49228	28.30904
No Chapter 1, Low Poverty	31.35956	1.27465	28.86130	33.85782
Chapter 1 Total	38.44074	1.42478	35.64822	41.23326
No Chapter 1 Total	38.32307	1.42006	35.53981	41.10634
Student absenteeism				
Chapter 1, High Poverty	68.31236	3.03234	62.36909	74.25563
No Chapter 1, High Poverty	63.53505	3.62746	56.42535	70.64474
Chapter 1, Medium Poverty	51.66654	1.88068	47.98047	55.35260
No Chapter 1, Medium Poverty	58.32082	2.13610	54.13413	62.50750
Chapter 1, Low Poverty	35.04596	2.32249	30.49397	39.59795
No Chapter 1, Low Poverty	42.81266	1.61120	39.65477	45.97056
Chapter 1 Total	50.40649	1.47684	47.51195	53.30104
No Chapter 1 Total	50.42991	1.36150	47.76143	53.09839
Students cutting class				
Chapter 1, High Poverty	34.83660	3.13033	28.70126	40.97193
No Chapter 1, High Poverty	27.65221	3.82049	20.16420	35.14023
Chapter 1, Medium Poverty	18.01144	1.83367	14.41751	21.60536
No Chapter 1, Medium Poverty	22.19330	1.97238	18.32751	26.05908
Chapter 1, Low Poverty	9.31065	1.36504	6.63521	11.98609
No Chapter 1, Low Poverty	10.22490	0.74477	8.76518	11.68463
Chapter 1 Total	19.53170	1.14052	17.29632	21.76708
No Chapter 1 Total	16.29549	1.06953	14.19925	18.39173

Table A-14, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
Teacher absenteeism				
Chapter 1, High Poverty	32.54121	3.29292	26.08721	38.99520
No Chapter 1, High Poverty	25.31822	2.64589	20.13238	30.50406
Chapter 1, Medium Poverty	17.96909	1.53223	14.96597	20.97220
No Chapter 1, Medium Poverty	20.57186	1.37366	17.87953	23.26420
Chapter 1, Low Poverty	12.09026	1.48349	9.18266	14.99785
No Chapter 1, Low Poverty	16.50551	1.13258	14.28569	18.72533
Chapter 1 Total	19.96094	1.03326	17.93579	21.98608
No Chapter 1 Total	18.91831	0.91979	17.11556	20.72107
Vandalism of school property				
Chapter 1, High Poverty	42.36692	3.24092	36.01483	48.71900
No Chapter 1, High Poverty	43.39996	3.11019	37.30411	49.49582
Chapter 1, Medium Poverty	28.53548	1.66150	25.27900	31.79196
No Chapter 1, Medium Poverty	34.07349	2.38483	29.39931	38.74766
Chapter 1, Low Poverty	18.01090	1.54651	14.97980	21.04200
No Chapter 1, Low Poverty	21.76973	1.21060	19.39700	24.14245
Chapter 1 Total	28.75930	1.29043	26.23010	31.28851
No Chapter 1 Total	28.41281	1.22152	26.01867	30.80694
Robbery or theft				
Chapter 1, High Poverty	34.91202	2.60388	29.80851	40.01553
No Chapter 1, High Poverty	36.74761	3.94848	29.00874	44.48648
Chapter 1, Medium Poverty	21.15349	1.41060	18.38878	23.91821
No Chapter 1, Medium Poverty	28.17608	1.80868	24.63112	31.72104
Chapter 1, Low Poverty	9.73056	1.29136	7.19955	12.26158
No Chapter 1, Low Poverty	15.08502	0.89622	13.32847	16.84157
Chapter 1 Total	21.08301	0.94649	19.22791	22.93810
No Chapter 1 Total	21.97760	1.16633	19.69164	24.26357
Student possession of weapons				
Chapter 1, High Poverty	19.12104	2.47871	14.26286	23.97922
No Chapter 1, High Poverty	21.91997	3.27232	15.50634	28.33360
Chapter 1, Medium Poverty	8.42047	0.95622	6.54630	10.29463
No Chapter 1, Medium Poverty	12.48005	1.51289	9.51484	15.44527
Chapter 1, Low Poverty	3.63139	0.79129	2.08050	5.18228
No Chapter 1, Low Poverty	4.09981	0.54578	3.03010	5.16952
Chapter 1 Total	9.74425	0.77229	8.23059	11.25790
No Chapter 1 Total	8.98306	0.69724	7.61650	10.34963

Table A-14, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Physical conflicts among students				
Chapter 1, High Poverty	52.96046	3.16756	46.75216	59.16876
No Chapter 1, High Poverty	51.19301	4.76435	41.85505	60.53096
Chapter 1, Medium Poverty	31.57670	1.69621	28.25219	34.90120
No Chapter 1, Medium Poverty	38.88430	1.95644	35.04975	42.71885
Chapter 1, Low Poverty	16.52589	1.47334	13.63820	19.41358
No Chapter 1, Low Poverty	19.58158	1.38410	16.86879	22.29437
Chapter 1 Total	32.24392	1.16860	29.95351	34.53434
No Chapter 1 Total	29.63469	1.21167	27.25986	32.00951
Verbal abuse of teachers				
Chapter 1, High Poverty	52.13875	3.19344	45.87973	58.39777
No Chapter 1, High Poverty	51.61220	4.14595	43.48628	59.73813
Chapter 1, Medium Poverty	33.69816	1.81518	30.14047	37.25586
No Chapter 1, Medium Poverty	42.90457	1.92826	39.12525	46.68389
Chapter 1, Low Poverty	23.25790	1.74186	19.84392	26.67188
No Chapter 1, Low Poverty	26.40258	1.30808	23.83880	28.96637
Chapter 1 Total	35.16198	1.24430	32.72319	37.60076
No Chapter 1 Total	34.87573	1.13309	32.65490	37.09655
Physical abuse of teachers				
Chapter 1, High Poverty	11.87648	2.51660	6.94404	16.80892
No Chapter 1, High Poverty	9.71682	2.16621	5.47113	13.96251
Chapter 1, Medium Poverty	4.49029	0.77621	2.96895	6.01163
No Chapter 1, Medium Poverty	5.40511	0.92088	3.60022	7.21001
Chapter 1, Low Poverty	1.60693	0.45024	0.72448	2.48938
No Chapter 1, Low Poverty	1.63785	0.33140	0.98831	2.28738
Chapter 1 Total	5.51407	0.77175	4.00147	7.02668
No Chapter 1 Total	3.88730	0.44958	3.00615	4.76845
Student pregnancy				
Chapter 1, High Poverty	29.16591	2.03270	25.18189	33.14994
No Chapter 1, High Poverty	29.56643	3.77824	22.16121	36.97165
Chapter 1, Medium Poverty	20.31197	1.61274	17.15106	23.47289
No Chapter 1, Medium Poverty	19.96940	1.79093	16.45925	23.47956
Chapter 1, Low Poverty	7.92828	1.11426	5.74437	10.11219
No Chapter 1, Low Poverty	6.67444	1.01218	4.69061	8.65828
Chapter 1 Total	18.44374	1.02527	16.43424	20.45324
No Chapter 1 Total	13.76540	0.93011	11.94242	15.58838

Table A-14, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Student use of alcohol				
Chapter 1, High Poverty	26.39020	1.90813	22.65033	30.13007
No Chapter 1, High Poverty	30.68099	3.22697	24.35624	37.00573
Chapter 1, Medium Poverty	31.72987	1.82059	28.16158	35.29815
No Chapter 1, Medium Poverty	34.38303	1.77058	30.91277	37.85330
Chapter 1, Low Poverty	26.62616	2.22114	22.27280	30.97952
No Chapter 1, Low Poverty	28.41749	1.68118	25.12244	31.71253
Chapter 1 Total	28.53012	1.17543	26.22632	30.83392
No Chapter 1 Total	30.78698	1.03260	28.76311	32.81084
Student drug abuse				
Chapter 1, High Poverty	34.42729	2.50083	29.52576	39.32882
No Chapter 1, High Poverty	39.10303	3.84012	31.57653	46.62952
Chapter 1, Medium Poverty	29.80504	1.70159	26.46998	33.14011
No Chapter 1, Medium Poverty	37.44667	1.82245	33.87473	41.01861
Chapter 1, Low Poverty	22.18060	1.83739	18.57938	25.78182
No Chapter 1, Low Poverty	27.70649	1.84302	24.09424	31.31874
Chapter 1 Total	28.58479	1.14609	26.33849	30.83109
No Chapter 1 Total	32.34621	1.16328	30.06624	34.62619

Table A-15
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Satisfaction with Their Job

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
I sometimes feel it is a waste of time to try to do my best as teacher.				
Chapter 1, High Poverty	37.76426	1.70127	34.42984	41.09869
No Chapter 1, High Poverty	38.46789	3.55159	31.50690	45.42888
Chapter 1, Medium Poverty	34.45852	1.35446	31.80382	37.11322
No Chapter 1, Medium Poverty	37.26426	1.53031	34.26490	40.26361
Chapter 1, Low Poverty	28.88991	1.73369	25.49193	32.28788
No Chapter 1, Low Poverty	29.88872	1.32529	27.29121	32.48623
Chapter 1 Total	33.44596	1.01171	31.46305	35.42888
No Chapter 1 Total	33.38645	0.89449	31.63328	35.13963
I am satisfied with my teaching salary.				
Chapter 1, High Poverty	30.12525	1.96600	26.27197	33.97854
No Chapter 1, High Poverty	30.76200	3.52579	23.85158	37.67243
Chapter 1, Medium Poverty	39.56015	1.95613	35.72620	43.39410
No Chapter 1, Medium Poverty	35.77588	1.72423	32.39644	39.15532
Chapter 1, Low Poverty	46.76423	1.98909	42.86568	50.66278
No Chapter 1, Low Poverty	41.74970	1.60170	38.61043	44.88897
Chapter 1 Total	39.46325	1.14731	37.21456	41.71195
No Chapter 1 Total	38.49808	0.97703	36.58313	40.41303

Teachers were asked to answer the following question, using one of four responses: Certainly would become a teacher, Probably would become a teacher, Chances about even for and against, Probably would not become a teacher, Certainly would not become a teacher. The figures given are for teachers answering Certainly or Probably would become a teacher.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
If you could go back to your college days and start over, would you become a teacher or not?				
Chapter 1, High Poverty	48.17859	2.15617	43.95257	52.40460
No Chapter 1, High Poverty	42.94371	3.47518	36.13248	49.75495
Chapter 1, Medium Poverty	57.30964	1.42376	54.51912	60.10016
No Chapter 1, Medium Poverty	50.99994	1.78336	47.50461	54.49526
Chapter 1, Low Poverty	54.85638	1.69850	51.52739	58.18537
No Chapter 1, Low Poverty	53.43090	1.12089	51.23399	55.62781
Chapter 1 Total	54.01843	1.03438	51.99108	56.04578
No Chapter 1 Total	51.44572	0.82152	49.83558	53.05587

Table A-16
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Responses	Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
Chapter 1, High Poverty	As long as I am able	25.81889	1.86460	22.16435	29.47343
	Until eligible for retirement	37.82970	2.14222	33.63102	42.02838
	Unless something better comes along	14.21051	1.45814	11.35260	17.06842
	Will leave as soon as I can	5.75399	0.93875	3.91408	7.59390
	Undecided	16.38690	2.48433	11.51770	21.25611
No Chapter 1, High Poverty	As long as I am able	24.68938	2.45504	19.87759	29.50117
	Until eligible for retirement	38.99310	2.32277	34.44055	43.54564
	Unless something better comes along	13.38289	2.19580	9.07920	17.68659
	Will leave as soon as I can	3.63941	1.29269	1.10578	6.17304
	Undecided	19.29522	2.46579	14.46236	24.12809
Chapter 1, Medium Poverty	As long as I am able	28.01687	1.56022	24.95890	31.07484
	Until eligible for retirement	39.14225	1.58250	36.04061	42.24389
	Unless something better comes along	14.68555	1.08003	12.56872	16.80237
	Will leave as soon as I can	3.96677	0.51485	2.95768	4.97586
	Undecided	14.18856	1.27024	11.69894	16.67818
No Chapter 1, Medium Poverty	As long as I am able	29.39854	1.92987	25.61605	33.18102
	Until eligible for retirement	37.37533	1.80901	33.82974	40.92091
	Unless something better comes along	14.27384	1.08479	12.14769	16.39999
	Will leave as soon as I can	5.63678	0.60215	4.45658	6.81697
	Undecided	13.31552	0.96666	11.42090	15.21013
Chapter 1, Low Poverty	As long as I am able	27.88640	1.55623	24.83624	30.93656
	Until eligible for retirement	40.33491	1.49701	37.40082	43.26899
	Unless something better comes along	13.03626	1.16626	10.75042	15.32209
	Will leave as soon as I can	4.51998	0.59717	3.34956	5.69041
	Undecided	14.22246	1.11538	12.03635	16.40856
No Chapter 1, Low Poverty	As long as I am able	27.05148	1.31896	24.46636	29.63659
	Until eligible for retirement	39.88035	1.65662	36.63343	43.12728
	Unless something better comes along	14.17952	0.99405	12.23122	16.12782
	Will leave as soon as I can	4.34313	0.57739	3.21147	5.47480
	Undecided	14.54551	0.91449	12.75314	16.33789

Table A-16, continued
Standard Errors and Confidence Intervals for Middle School and Junior High Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Responses	Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
Chapter 1 Total	As long as I am able	27.44603	1.07991	25.32945	29.56261
	Until eligible for retirement	39.11995	1.02336	37.11419	41.12570
	Unless something better comes along	14.01082	0.73988	12.56068	15.46096
	Will leave as soon as I can	4.66243	0.35919	3.95843	5.36643
	Undecided	14.76077	0.98343	12.83329	16.68825
No Chapter 1 Total	As long as I am able	27.57426	1.01540	25.58410	29.56441
	Unless eligible for retirement	38.98194	1.14561	36.73658	41.22730
	Unless something better comes along	14.13149	0.64799	12.86144	15.40153
	Will leave as soon as I can	4.70929	0.38614	3.95246	5.46611
	Undecided	14.60303	0.70364	13.22393	15.98214

Table A-17
Unweighted Number of Senior High Schools and Teachers, by Type of School

School Type	Number of Schools	Number of Teachers
Chapter 1, High Poverty	96	553
No Chapter 1, High Poverty	111	600
Chapter 1, Medium Poverty	179	1,186
No Chapter 1, Medium Poverty	380	2,267
Chapter 1, Low Poverty	348	2,246
No Chapter 1, Low Poverty	976	6,133
Total	2098	12,985

Table A-18
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The principal lets staff members know what is expected of them.				
Chapter 1, High Poverty	75.49358	3.08314	69.45073	81.53643
No Chapter 1, High Poverty	85.43287	1.82687	81.85226	89.01348
Chapter 1, Medium Poverty	82.12955	1.30372	79.57430	84.68480
No Chapter 1, Medium Poverty	85.27910	1.08024	83.16187	87.39633
Chapter 1, Low Poverty	82.23412	0.92274	80.42558	84.04266
No Chapter 1, Low Poverty	84.01370	0.74760	82.54844	85.47896
Chapter 1 Total	81.31631	0.74876	79.84877	82.78386
No Chapter 1 Total	84.41200	0.53628	83.36091	85.46308
The principal knows what kind os school he/she wants and has communicated it to the staff.				
Chapter 1, High Poverty	70.23476	3.26044	63.84440	76.62511
No Chapter 1, High Poverty	80.80170	2.00442	76.87312	84.73029
Chapter 1, Medium Poverty	75.06428	1.96940	71.20433	78.92423
No Chapter 1, Medium Poverty	79.35426	1.19310	77.01583	81.69268
Chapter 1, Low Poverty	75.54009	1.34763	72.89879	78.18140
No Chapter 1, Low Poverty	78.98620	0.79822	77.42172	80.55068
Chapter 1 Total	74.71401	1.04928	72.65746	76.77055
No Chapter 1 Total	79.19547	0.61020	77.99950	80.39144
Goals and priorities for the school are clear.				
Chapter 1, High Poverty	70.41483	3.74794	63.06900	77.76065
No Chapter 1, High Poverty	79.20948	2.36033	74.58332	83.83564
Chapter 1, Medium Poverty	76.54374	1.99950	72.62479	80.46269
No Chapter 1, Medium Poverty	78.79159	1.07404	76.68651	80.89667
Chapter 1, Low Poverty	72.47424	1.47685	69.57966	75.36882
No Chapter 1, Low Poverty	77.90005	0.75121	76.42769	79.37240
Chapter 1 Total	73.42410	1.03268	71.40007	75.44812
No Chapter 1 Total	78.20344	0.55494	77.11577	79.29111

Table A-18, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Administrative Support and School Climate

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Most of my colleagues share my beliefs and values about what the central mission of the school should be.				
Chapter 1, High Poverty	81.47366	1.79427	77.95695	84.99037
No Chapter 1, High Poverty	80.75928	1.54548	77.73020	83.78836
Chapter 1, Medium Poverty	79.77607	1.76802	76.31082	83.24132
No Chapter 1, Medium Poverty	81.09541	1.15539	78.83089	83.35992
Chapter 1, Low Poverty	80.67948	1.00374	78.71219	82.64677
No Chapter 1, Low Poverty	82.71812	0.51267	81.71330	83.72295
Chapter 1 Total	80.54854	0.74596	79.08648	82.01060
No Chapter 1 Total	82.23448	0.42416	81.40313	83.06582
The school administration's behavior towards the staff is supportive and encouraging.				
Chapter 1, High Poverty	67.93936	5.31481	57.52252	78.35621
No Chapter 1, High Poverty	76.92681	2.31804	72.38353	81.47008
Chapter 1, Medium Poverty	71.81228	2.82466	66.27605	77.34850
No Chapter 1, Medium Poverty	78.58217	1.08169	76.46209	80.70225
Chapter 1, Low Poverty	71.18219	1.53635	68.17100	74.19339
No Chapter 1, Low Poverty	77.20755	0.85042	75.54075	78.87434
Chapter 1 Total	70.97878	1.12954	68.76491	73.19264
No Chapter 1 Total	77.54349	0.64118	76.28680	78.80018
In this school, staff members are recognized for a job well done.				
Chapter 1, High Poverty	58.74183	4.55208	49.81991	67.66374
No Chapter 1, High Poverty	65.72513	2.15064	61.50995	69.94031
Chapter 1, Medium Poverty	59.28833	2.52554	54.33835	64.23831
No Chapter 1, Medium Poverty	61.49412	1.34880	58.85051	64.13773
Chapter 1, Low Poverty	57.44431	1.59317	54.32177	60.56686
No Chapter 1, Low Poverty	62.84589	0.82478	61.22935	64.46243
Chapter 1 Total	58.12332	1.13085	55.90690	60.33975
No Chapter 1 Total	62.72968	0.66320	61.42983	64.02954
Teachers in this school are evaluated fairly.				
Chapter 1, High Poverty	75.13151	2.81666	69.61096	80.65206
No Chapter 1, High Poverty	80.44545	1.63389	77.24309	83.64782
Chapter 1, Medium Poverty	81.04344	1.19527	78.70076	83.38613
No Chapter 1, Medium Poverty	81.69119	1.10238	79.53057	83.85181
Chapter 1, Low Poverty	81.69577	0.70849	80.30717	83.08438
No Chapter 1, Low Poverty	81.71915	0.62317	80.49777	82.94054
Chapter 1 Total	80.63233	0.58620	79.48339	81.78127
No Chapter 1 Total	81.65692	0.45900	80.75730	82.55653

Table A-18, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Administrative Support and School Climate

School Type-	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
The principal talks with me frequently about my instructional practices.				
Chapter 1, High Poverty	39.81780	3.65873	32.64681	46.98878
No Chapter 1, High Poverty	49.06260	2.38898	44.38029	53.74491
Chapter 1, Medium Poverty	41.21479	2.25405	36.79695	45.63264
No Chapter 1, Medium Poverty	43.14226	1.61404	39.97879	46.30572
Chapter 1, Low Poverty	33.57733	1.18137	31.26190	35.89276
No Chapter 1, Low Poverty	38.53642	0.79111	36.98587	40.08696
Chapter 1 Total	36.58531	0.91384	34.79422	38.37640
No Chapter 1 Total	40.32730	0.60014	39.15105	41.50354
There is a great deal of cooperative effort among staff members.				
Chapter 1, High Poverty	69.17951	3.05434	63.19312	75.16591
No Chapter 1, High Poverty	74.37927	2.14907	70.16718	78.59136
Chapter 1, Medium Poverty	70.43546	1.81508	66.87798	73.99295
No Chapter 1, Medium Poverty	70.79572	1.55459	67.74878	73.84265
Chapter 1, Low Poverty	72.92020	0.87386	71.20747	74.63293
No Chapter 1, Low Poverty	74.07413	0.68991	72.72193	75.42633
Chapter 1 Total	71.76895	0.74894	70.30105	73.23685
No Chapter 1 Total	73.32474	0.51198	72.32127	74.32822
I make a conscious effort to coordinate the content of my courses with that of other teachers.				
Chapter 1, High Poverty	80.71448	2.00136	76.79189	84.63706
No Chapter 1, High Poverty	83.95710	1.43469	81.14515	86.76904
Chapter 1, Medium Poverty	80.69520	1.31603	78.11583	83.27457
No Chapter 1, Medium Poverty	81.26855	0.88785	79.52840	83.00870
Chapter 1, Low Poverty	81.05900	1.13354	78.83731	83.28069
No Chapter 1, Low Poverty	81.65838	0.56360	80.55375	82.76302
Chapter 1 Total	80.91090	0.71853	79.50260	82.31919
No Chapter 1 Total	81.72445	0.50564	80.73341	82.71550
I have to follow rules that conflict with my best professional judgement.				
Chapter 1, High Poverty	38.38376	2.10880	34.25059	42.51694
No Chapter 1, High Poverty	30.96695	2.19404	26.66671	35.26718
Chapter 1, Medium Poverty	30.23248	1.93375	26.44239	34.02257
No Chapter 1, Medium Poverty	30.86948	1.36828	28.18770	33.55127
Chapter 1, Low Poverty	32.04082	1.59532	28.91405	35.16758
No Chapter 1, Low Poverty	29.00149	0.55343	27.91679	30.08618
Chapter 1 Total	32.30807	0.99898	30.35010	34.26604
No Chapter 1 Total	29.52693	0.48582	28.57475	30.47911

Table A-19
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
The principal does a poor job of getting resources for this school.				
Chapter 1, High Poverty	24.97615	3.47970	18.15607	31.79623
No Chapter 1, High Poverty	18.44218	2.50053	13.54124	23.34313
Chapter 1, Medium Poverty	22.43621	1.62322	19.25476	25.61766
No Chapter 1, Medium Poverty	18.79051	1.22143	16.39655	21.18447
Chapter 1, Low Poverty	20.95511	0.95539	19.08258	22.82765
No Chapter 1, Low Poverty	17.20956	0.55429	16.12317	18.29595
Chapter 1 Total	21.91326	0.73029	20.48192	23.34461
No Chapter 1 Total	17.65200	0.48858	16.69439	18.60961
Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff.				
Chapter 1, High Poverty	70.93553	2.82731	65.39410	76.47696
No Chapter 1, High Poverty	73.43553	2.43606	68.66094	78.21012
Chapter 1, Medium Poverty	72.21029	2.04489	68.20238	76.21820
No Chapter 1, Medium Poverty	73.16819	1.27539	70.66848	75.66789
Chapter 1, Low Poverty	73.36311	1.37684	70.66454	76.06167
No Chapter 1, Low Poverty	75.81868	0.79051	74.26931	77.36805
Chapter 1 Total	72.73211	1.06298	70.64871	74.81550
No Chapter 1 Total	75.03401	0.55739	73.94154	76.12648
I am satisfied with my class sizes.				
Chapter 1, High Poverty	71.38655	2.80497	65.88892	76.88419
No Chapter 1, High Poverty	70.39871	3.88430	62.78562	78.01179
Chapter 1, Medium Poverty	73.94900	1.69195	70.63285	77.26515
No Chapter 1, Medium Poverty	72.97212	1.11371	70.78929	75.15495
Chapter 1, Low Poverty	70.98517	1.13834	68.75408	73.21627
No Chapter 1, Low Poverty	70.62846	0.87406	68.91534	72.34159
Chapter 1 Total	71.95649	0.93804	70.11795	73.79502
No Chapter 1 Total	71.19714	0.77119	69.68564	72.70864

Table A-19, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Resources, Parental Support, and Paperwork

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
I receive a great deal of support from parents for the work I do.				
Chapter 1, High Poverty	38.98716	2.01600	35.03587	42.93846
No Chapter 1, High Poverty	45.03876	2.56011	40.02103	50.05648
Chapter 1, Medium Poverty	50.46406	2.61751	45.33383	55.59429
No Chapter 1, Medium Poverty	45.52086	1.52144	42.53890	48.50282
Chapter 1, Low Poverty	51.88053	1.42632	49.08499	54.67608
No Chapter 1, Low Poverty	52.46777	0.91559	50.67325	54.26229
Chapter 1 Total	49.78555	1.04446	47.73846	51.83265
No Chapter 1 Total	50.37808	0.68464	49.03622	51.71994
Routine duties and paperwork interfere with my job of teaching.				
Chapter 1, High Poverty	75.80476	2.63440	70.64143	80.96809
No Chapter 1, High Poverty	77.14871	1.92013	73.38532	80.91210
Chapter 1, Medium Poverty	75.51774	1.30279	72.96432	78.07117
No Chapter 1, Medium Poverty	75.64518	1.06788	73.55217	77.73818
Chapter 1, Low Poverty	71.55564	1.32791	68.95298	74.15830
No Chapter 1, Low Poverty	74.73521	0.45953	73.83455	75.63587
Chapter 1 Total	73.26516	0.97274	71.35863	75.17169
No Chapter 1 Total	75.10106	0.41289	74.29182	75.91030

Table A-20
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teachers were asked whether they agreed or disagreed with the following statement, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
Teachers participate in making most of the important educational decisions in this school.				
Chapter 1, High Poverty	41.80252	3.48785	34.96647	48.63857
No Chapter 1, High Poverty	49.33840	3.37823	42.71719	55.95962
Chapter 1, Medium Poverty	45.06013	2.23212	40.68526	49.43500
No Chapter 1, Medium Poverty	47.96926	1.54686	44.93748	51.00104
Chapter 1, Low Poverty	41.26705	1.26829	38.78124	43.75286
No Chapter 1, Low Poverty	47.41503	0.74515	45.95456	48.87550
Chapter 1 Total	42.51104	0.99480	40.56127	44.46081
No Chapter 1 Total	47.72519	0.66400	46.42377	49.02661
Teachers were asked how much actual influence they believed teachers had over school policy in each of the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Establishing curriculum.				
Chapter 1, High Poverty	27.50437	3.12772	21.37415	33.63458
No Chapter 1, High Poverty	33.62794	2.32997	29.06128	38.19460
Chapter 1, Medium Poverty	33.70606	1.72716	30.32089	37.09123
No Chapter 1, Medium Poverty	32.87883	1.38229	30.16959	35.58806
Chapter 1, Low Poverty	41.90190	1.53335	38.89659	44.90721
No Chapter 1, Low Poverty	38.96692	0.88234	37.23755	40.69628
Chapter 1 Total	37.72355	1.32293	35.13066	40.31645
No Chapter 1 Total	37.18274	0.66869	35.87214	38.49335
Determining the content of in-service programs.				
Chapter 1, High Poverty	25.60702	2.85963	20.00224	31.21179
No Chapter 1, High Poverty	27.64577	2.35485	23.03035	32.26119
Chapter 1, Medium Poverty	23.36178	1.43710	20.54512	26.17844
No Chapter 1, Medium Poverty	26.63060	1.66410	23.36903	29.89216
Chapter 1, Low Poverty	28.47489	1.76131	25.02278	31.92700
No Chapter 1, Low Poverty	29.35529	0.72675	27.93088	30.77970
Chapter 1 Total	26.61991	1.29382	24.08407	29.15575
No Chapter 1 Total	28.60802	0.69309	27.24958	29.96646

Table A-20, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Setting policy on grouping students in classes by ability.				
Chapter 1, High Poverty	17.72234	2.11912	13.56895	21.87574
No Chapter 1, High Poverty	13.75249	2.03553	9.76292	17.74206
Chapter 1, Medium Poverty	16.54739	1.18752	14.21989	18.87489
No Chapter 1, Medium Poverty	16.31907	0.82115	14.70964	17.92850
Chapter 1, Low Poverty	18.80551	1.46034	15.94330	21.66772
No Chapter 1, Low Poverty	17.94006	0.75279	16.46461	19.41550
Chapter 1 Total	18.06184	1.02489	16.05310	20.07058
No Chapter 1 Total	17.30818	0.54482	16.24034	18.37601

Teachers were asked how much control they felt they had in their classrooms over the following areas, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.

School Type	Estimate	Standard Error	Lower	Upper
Selecting teaching techniques.				
Chapter 1, High Poverty	81.68019	2.07047	77.62215	85.73823
No Chapter 1, High Poverty	82.90519	2.08246	78.82365	86.98673
Chapter 1, Medium Poverty	86.24684	1.05286	84.18327	88.31041
No Chapter 1, Medium Poverty	87.00949	0.86727	85.30967	88.70932
Chapter 1, Low Poverty	89.76255	0.86706	88.06314	91.46196
No Chapter 1, Low Poverty	88.11079	0.35624	87.41258	88.80901
Chapter 1 Total	87.70774	0.57601	86.57878	88.83671
No Chapter 1 Total	87.55904	0.26025	87.04895	88.06912
Selecting content, topics, and skills to be taught.				
Chapter 1, High Poverty	61.04416	2.60719	55.93416	66.15416
No Chapter 1, High Poverty	64.44193	1.94238	60.63494	68.24892
Chapter 1, Medium Poverty	67.94566	1.38734	65.22652	70.66480
No Chapter 1, Medium Poverty	68.39861	1.21074	66.02561	70.77161
Chapter 1, Low Poverty	71.33381	1.24693	68.88987	73.77776
No Chapter 1, Low Poverty	68.53220	0.71950	67.12200	69.94240
Chapter 1 Total	68.99479	0.96576	67.10194	70.88764
No Chapter 1 Total	68.27916	0.55038	67.20043	69.35789

Table A-20, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Autonomy and Empowerment

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
Determining the amount of homework to be assigned.				
Chapter 1, High Poverty	86.57837	1.72227	83.20278	89.95396
No Chapter 1, High Poverty	90.01196	1.16241	87.73368	92.29024
Chapter 1, Medium Poverty	91.28355	0.98748	89.34813	93.21898
No Chapter 1, Medium Poverty	91.02517	0.66713	89.71761	92.33272
Chapter 1, Low Poverty	92.12225	0.71958	90.71189	93.53261
No Chapter 1, Low Poverty	91.50249	0.47418	90.57313	92.43186
Chapter 1 Total	91.17295	0.52590	90.14220	92.20370
No Chapter 1 Total	91.31431	0.34944	90.62943	91.99919
Selecting textbooks and other instructional materials.				
Chapter 1, High Poverty	58.91269	2.81317	53.39899	64.42640
No Chapter 1, High Poverty	59.41507	2.54840	54.42030	64.40984
Chapter 1, Medium Poverty	67.31502	1.81346	63.76070	70.86935
No Chapter 1, Medium Poverty	62.13457	1.58149	59.03491	65.23423
Chapter 1, Low Poverty	69.27975	1.42727	66.48234	72.07715
No Chapter 1, Low Poverty	63.52569	0.74519	62.06515	64.98624
Chapter 1 Total	67.45637	1.08880	65.32235	69.59039
No Chapter 1 Total	62.91274	0.66038	61.61841	64.20706

Table A-21
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Discipline Issues

Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.

School Type	Estimate	Standard Error	95% Confidence Interval Lower	Upper
The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.				
Chapter 1, High Poverty	49.72844	2.97712	43.89340	55.56348
No Chapter 1, High Poverty	44.72543	2.73868	39.35772	50.09314
Chapter 1, Medium Poverty	46.71866	1.82456	43.14259	50.29472
No Chapter 1, Medium Poverty	44.59323	1.31904	42.00797	47.17850
Chapter 1, Low Poverty	42.73237	1.12728	40.52295	44.94179
No Chapter 1, Low Poverty	41.19555	0.76634	39.69356	42.69755
Chapter 1 Total	44.77546	0.90609	42.99956	46.55136
No Chapter 1 Total	42.24142	0.69310	40.88297	43.59987
The amount of student tardiness and class cutting in this school interferes with my teaching.				
Chapter 1, High Poverty	62.41898	2.54810	57.42479	67.41318
No Chapter 1, High Poverty	55.18936	3.81325	47.71552	62.66320
Chapter 1, Medium Poverty	54.88661	1.96865	51.02813	58.74510
No Chapter 1, Medium Poverty	55.82989	1.88433	52.13667	59.52312
Chapter 1, Low Poverty	54.90432	1.59733	51.77360	58.03503
No Chapter 1, Low Poverty	54.02305	0.98290	52.09661	55.94950
Chapter 1 Total	55.83588	1.24340	53.39886	58.27289
No Chapter 1 Total	54.52282	0.86069	52.83590	56.20974
My principal enforces school rules for student conduct and backs me up when I need it.				
Chapter 1, High Poverty	75.34696	4.25946	66.99858	83.69535
No Chapter 1, High Poverty	79.32507	2.12127	75.16746	83.48267
Chapter 1, Medium Poverty	78.73321	1.09725	76.58264	80.88378
No Chapter 1, Medium Poverty	82.32973	0.93655	80.49412	84.16534
Chapter 1, Low Poverty	80.03210	1.17970	77.71992	82.34427
No Chapter 1, Low Poverty	80.99868	0.68463	79.65683	82.34054
Chapter 1 Total	79.05664	1.02527	77.04715	81.06613
No Chapter 1 Total	81.19483	0.52238	80.17100	82.21867

Table A-21, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Discipline Issues

			95% Confidence Interval	
School Type	Estimate	Standard Error	Lower	Upper
Rules for student behavior are consistently enforced by all teachers in this school, even for students who are not in their classes.				
Chapter 1, High Poverty	47.30709	3.27358	40.89099	53.72319
No Chapter 1, High Poverty	52.65011	2.66334	47.43005	57.87017
Chapter 1, Medium Poverty	45.55445	2.00188	41.63085	49.47806
No Chapter 1, Medium Poverty	46.60681	1.58210	43.50594	49.70767
Chapter 1, Low Poverty	44.32399	1.36272	41.65311	46.99487
No Chapter 1, Low Poverty	47.05495	1.12519	44.84961	49.26029
Chapter 1 Total	45.04775	1.11466	42.86306	47.23244
No Chapter 1 Total	47.30995	0.86409	45.61637	49.00353
Teachers were asked how much actual influence they believed teachers had over school policy in the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Determining discipline policy.				
Chapter 1, High Poverty	19.86808	2.42764	15.10999	24.62617
No Chapter 1, High Poverty	21.33134	2.10595	17.20376	25.45893
Chapter 1, Medium Poverty	25.04505	2.06376	21.00016	29.08993
No Chapter 1, Medium Poverty	20.54087	1.34361	17.90744	23.17431
Chapter 1, Low Poverty	19.80507	0.95834	17.92676	21.68338
No Chapter 1, Low Poverty	20.90865	0.82051	19.30049	22.51681
Chapter 1 Total	21.37262	0.82362	19.75835	22.98689
No Chapter 1 Total	20.85592	0.70636	19.47148	22.24036
Teachers were asked how much control they felt they had in their classrooms over the following area, using a scale of 1 to 6, where 1 was None and 6 was A Great Deal. The figures given are for teachers answering a 5 or 6.				
Disciplining students.				
Chapter 1, High Poverty	59.61376	1.92896	55.83307	63.39445
No Chapter 1, High Poverty	60.35199	2.33544	55.77461	64.92937
Chapter 1, Medium Poverty	63.72686	1.85539	60.09037	67.36335
No Chapter 1, Medium Poverty	64.63509	1.21038	62.26280	67.00739
Chapter 1, Low Poverty	66.12359	1.07920	64.00841	68.23877
No Chapter 1, Low Poverty	64.40514	0.73953	62.95569	65.85458
Chapter 1 Total	64.62706	0.88843	62.88578	66.36835
No Chapter 1 Total	64.19495	0.67362	62.87467	65.51522

Table A-22

Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Specific Discipline Issues

Teachers were asked to indicate the degree to which each of the following matters was a problem in their school, using the following categories: Serious, Moderate, Minor, or Not a Problem. The figures given are for teachers noting a Serious or Moderate problem.

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Student tardiness				
Chapter 1, High Poverty	68.51124	3.39363	61.85985	75.16263
No Chapter 1, High Poverty	61.08197	3.18120	54.84693	67.31701
Chapter 1, Medium Poverty	58.24711	2.13761	54.05747	62.43674
No Chapter 1, Medium Poverty	59.78797	1.78020	56.29883	63.27710
Chapter 1, Low Poverty	59.16974	1.54390	56.14376	62.19572
No Chapter 1, Low Poverty	56.23196	1.22725	53.82659	58.63733
Chapter 1 Total	59.99796	1.04088	57.95788	62.03803
No Chapter 1 Total	57.35704	0.99473	55.40741	59.30668
Student absenteeism				
Chapter 1, High Poverty	82.79008	2.31137	78.25988	87.32028
No Chapter 1, High Poverty	70.60383	2.72323	65.26639	75.94127
Chapter 1, Medium Poverty	72.98074	1.82132	69.41102	76.55045
No Chapter 1, Medium Poverty	73.99382	1.31373	71.41895	76.56869
Chapter 1, Low Poverty	71.34734	1.16026	69.07327	73.62141
No Chapter 1, Low Poverty	68.93264	1.07167	66.83220	71.03307
Chapter 1 Total	73.23325	0.84849	71.57025	74.89625
No Chapter 1 Total	70.23843	0.89831	68.47778	71.99909
Students cutting class				
Chapter 1, High Poverty	55.63017	4.46888	46.87132	64.38901
No Chapter 1, High Poverty	49.25801	3.75876	41.89099	56.62504
Chapter 1, Medium Poverty	45.70627	2.85884	40.10306	51.30949
No Chapter 1, Medium Poverty	42.52482	1.63103	39.32806	45.72159
Chapter 1, Low Poverty	43.62644	1.56580	40.55752	46.69535
No Chapter 1, Low Poverty	41.33702	1.38369	38.62503	44.04901
Chapter 1 Total	45.71637	1.09556	43.56911	47.86364
No Chapter 1 Total	42.08577	1.07074	39.98715	44.18438

Table A-22, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Teacher absenteeism				
Chapter 1, High Poverty	37.17034	3.73428	29.85129	44.48940
No Chapter 1, High Poverty	27.31406	2.15982	23.08089	31.54723
Chapter 1, Medium Poverty	27.76892	1.81009	24.22121	31.31664
No Chapter 1, Medium Poverty	27.43192	1.53193	24.42939	30.43445
Chapter 1, Low Poverty	24.51840	1.15281	22.25894	26.77786
No Chapter 1, Low Poverty	21.14754	0.88566	19.41168	22.88341
Chapter 1 Total	27.01297	0.79016	25.46429	28.56165
No Chapter 1 Total	23.06219	0.86018	21.37627	24.74810
Vandalism of school property				
Chapter 1, High Poverty	48.09776	4.11405	40.03436	56.16116
No Chapter 1, High Poverty	35.39852	3.62053	28.30242	42.49462
Chapter 1, Medium Poverty	36.32384	1.74986	32.89419	39.75350
No Chapter 1, Medium Poverty	35.65422	1.62524	32.46881	38.83963
Chapter 1, Low Poverty	32.73444	1.22291	30.33757	35.13130
No Chapter 1, Low Poverty	31.94870	1.15673	29.68156	34.21584
Chapter 1 Total	35.68546	0.88060	33.95951	37.41141
No Chapter 1 Total	33.06769	0.99669	31.11421	35.02116
Robbery or theft				
Chapter 1, High Poverty	36.44020	4.90741	26.82185	46.05855
No Chapter 1, High Poverty	28.11299	3.21892	21.80403	34.42195
Chapter 1, Medium Poverty	27.00564	1.96850	23.14745	30.86382
No Chapter 1, Medium Poverty	28.52094	1.57794	25.42823	31.61366
Chapter 1, Low Poverty	22.57157	1.42730	19.77412	25.36902
No Chapter 1, Low Poverty	21.82726	0.82135	20.21745	23.43707
Chapter 1 Total	25.54049	1.06430	23.45451	27.62647
No Chapter 1 Total	23.79649	0.82548	22.17858	25.41440
Student possession of weapons				
Chapter 1, High Poverty	28.68574	5.21977	18.45517	38.91630
No Chapter 1, High Poverty	16.31295	2.48588	11.44072	21.18519
Chapter 1, Medium Poverty	16.42410	1.57922	13.32888	19.51932
No Chapter 1, Medium Poverty	14.74638	1.45964	11.88553	17.60722
Chapter 1, Low Poverty	9.23895	1.11671	7.05025	11.42766
No Chapter 1, Low Poverty	8.32958	0.52785	7.29501	9.36415
Chapter 1 Total	13.71643	0.87134	12.00865	15.42422
No Chapter 1 Total	10.36266	0.52199	9.33958	11.38574

Table A-22, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Physical conflicts among students				
Chapter 1, High Poverty	42.83084	4.69032	33.63798	52.02371
No Chapter 1, High Poverty	32.65952	2.36144	28.03119	37.28786
Chapter 1, Medium Poverty	30.53133	2.61634	25.40339	35.65927
No Chapter 1, Medium Poverty	30.96067	1.85823	27.31861	34.60274
Chapter 1, Low Poverty	22.99312	1.44018	20.17041	25.81583
No Chapter 1, Low Poverty	20.26152	0.83729	18.62046	21.90257
Chapter 1 Total	27.63289	1.20492	25.27128	29.99450
No Chapter 1 Total	23.55244	0.81375	21.95752	25.14737
Verbal abuse of teachers				
Chapter 1, High Poverty	46.69438	4.59869	37.68111	55.70765
No Chapter 1, High Poverty	36.60441	3.12423	30.48103	42.72780
Chapter 1, Medium Poverty	37.34670	2.21216	33.01094	41.68246
No Chapter 1, Medium Poverty	35.86743	1.43153	33.06168	38.67319
Chapter 1, Low Poverty	33.50373	1.39583	30.76795	36.23952
No Chapter 1, Low Poverty	30.92606	1.02121	28.92452	32.92760
Chapter 1 Total	36.27074	1.10041	34.11398	38.42751
No Chapter 1 Total	32.45174	0.86709	30.75226	34.15121
Physical abuse of teachers				
Chapter 1, High Poverty	12.65753	3.31741	6.15553	19.15953
No Chapter 1, High Poverty	7.05712	1.41086	4.29189	9.82236
Chapter 1, Medium Poverty	7.39768	1.17549	5.09376	9.70161
No Chapter 1, Medium Poverty	6.04855	1.06929	3.95277	8.14433
Chapter 1, Low Poverty	3.06213	0.52358	2.03594	4.08833
No Chapter 1, Low Poverty	3.06435	0.30154	2.47333	3.65537
Chapter 1 Total	5.49731	0.47977	4.55698	6.43764
No Chapter 1 Total	4.01810	0.37692	3.27935	4.75686
Student pregnancy				
Chapter 1, High Poverty	71.60214	4.67624	62.43689	80.76740
No Chapter 1, High Poverty	55.59584	2.72634	50.25230	60.93937
Chapter 1, Medium Poverty	52.49072	2.42298	47.74175	57.23968
No Chapter 1, Medium Poverty	56.97559	2.01750	53.02135	60.92982
Chapter 1, Low Poverty	36.58876	1.75273	33.15348	40.02404
No Chapter 1, Low Poverty	37.20118	1.22801	34.79433	39.60803
Chapter 1 Total	45.60325	1.32624	43.00386	48.20263
No Chapter 1 Total	43.01844	1.06391	40.93321	45.10367

Table A-22, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Perceptions of Specific Discipline Issues

School Type	Estimate	Standard Error	95% Confidence Interval	
			Lower	Upper
Student use of alcohol				
Chapter 1, High Poverty	66.22054	3.11377	60.11767	72.32341
No Chapter 1, High Poverty	56.28578	3.06109	50.28616	62.28539
Chapter 1, Medium Poverty	62.62048	1.56069	59.56159	65.67938
No Chapter 1, Medium Poverty	67.44648	1.35671	64.78737	70.10559
Chapter 1, Low Poverty	71.99468	1.10451	69.82987	74.15949
No Chapter 1, Low Poverty	70.39491	0.89413	68.64245	72.14738
Chapter 1 Total	68.54423	0.78728	67.00118	70.08727
No Chapter 1 Total	68.80599	0.88541	67.07062	70.54136
Student drug abuse				
Chapter 1, High Poverty	63.21942	3.14356	57.05816	69.38068
No Chapter 1, High Poverty	52.39910	3.44597	45.64513	59.15307
Chapter 1, Medium Poverty	56.91870	2.09160	52.81924	61.01817
No Chapter 1, Medium Poverty	58.97519	1.22803	56.56830	61.38207
Chapter 1, Low Poverty	63.19596	1.58212	60.09507	66.29686
No Chapter 1, Low Poverty	61.95916	0.99931	60.00055	63.91777
Chapter 1 Total	61.37461	1.04618	59.32413	63.42508
No Chapter 1 Total	60.62922	0.93021	58.80604	62.45240

Table A-23
Standard Errors and Confidence Intervals for Senior High Teachers' Satisfaction with Their Job

School Type	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Teachers were asked whether they agreed or disagreed with each of the following statements, using one of four categories: Strongly Agree, Somewhat Agree, Somewhat Disagree, and Strongly Disagree. The figures given are the percent of teachers who Strongly Agreed or Somewhat Agreed with the statement.				
I sometimes feel it is a waste of time to try to do my best as teacher.				
Chapter 1, High Poverty	39.97131	2.57847	34.91761	45.02501
No Chapter 1, High Poverty	31.92384	2.32536	27.36621	36.48147
Chapter 1, Medium Poverty	35.29936	1.96275	31.45244	39.14628
No Chapter 1, Medium Poverty	37.77487	1.21696	35.38968	40.16006
Chapter 1, Low Poverty	38.50420	1.54001	35.48584	41.52257
No Chapter 1, Low Poverty	37.20865	0.55405	36.12274	38.29456
Chapter 1 Total	37.78273	1.06718	35.69109	39.87437
No Chapter 1 Total	37.00450	0.46794	36.08736	37.92164
I am satisfied with my teaching salary.				
Chapter 1, High Poverty	34.11541	2.63136	28.95804	39.27277
No Chapter 1, High Poverty	34.72435	2.93150	28.97871	40.46999
Chapter 1, Medium Poverty	40.78362	1.32499	38.18669	43.38054
No Chapter 1, Medium Poverty	35.24959	1.09113	33.11102	37.38817
Chapter 1, Low Poverty	44.80669	1.42603	42.01173	47.60165
No Chapter 1, Low Poverty	40.65557	1.00737	38.68116	42.62998
Chapter 1 Total	42.22826	1.03808	40.19366	44.26286
No Chapter 1 Total	38.99977	0.72629	37.57627	40.42326
Teachers were asked to answer the following question, using one of four responses: Certainly would become a teacher, Probably would become a teacher, Chances about even for and against, Probably would not become a teacher, Certainly would not become a teacher. The figures given are for teachers answering Certainly or Probably would become a teacher.				
If you could go back to your college days and start over, would you become a teacher or not?				
Chapter 1, High Poverty	48.38024	2.30391	43.86466	52.89583
No Chapter 1, High Poverty	55.97397	2.33738	51.39279	60.55516
Chapter 1, Medium Poverty	55.92921	1.62032	52.75345	59.10497
No Chapter 1, Medium Poverty	54.22697	1.06357	52.14242	56.31152
Chapter 1, Low Poverty	55.66341	1.43042	52.85984	58.46699
No Chapter 1, Low Poverty	51.98913	0.83234	50.35776	53.62049
Chapter 1 Total	54.85600	1.04211	52.81349	56.89850
No Chapter 1 Total	52.77959	0.63793	51.52928	54.02991

Table A-24
Standard Errors and Confidence Intervals for Senior High Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Responses	Estimate	Standard Error	95% Confidence Interval	
				Lower	Upper
Chapter 1, High Poverty	As long as I am able	24.31311	1.82607	20.73408	27.89214
	Until eligible for retirement	40.12458	2.52443	35.17679	45.07238
	Unless something better comes along	11.01841	1.74421	7.59983	14.43699
	Will leave as soon as I can	6.91911	1.11947	4.72498	9.11323
	Undecided	17.62479	2.07635	13.55522	21.69436
No Chapter 1, High Poverty	As long as I am able	32.35280	1.74470	28.93324	35.77236
	Until eligible for retirement	33.48746	1.73224	30.09234	36.88258
	Unless something better comes along	13.47316	1.47702	10.57825	16.36806
	Will leave as soon as I can	4.92373	0.72773	3.49742	6.35005
	Undecided	15.76285	1.27769	13.25862	18.26708
Chapter 1, Medium Poverty	As long as I am able	28.48129	1.48673	25.56734	31.39524
	Until eligible for retirement	37.46924	1.57351	34.38520	40.55327
	Unless something better comes along	15.01187	1.00662	13.03893	16.98481
	Will leave as soon as I can	5.32726	1.14218	3.08864	7.56589
	Undecided	13.71034	1.12012	11.51495	15.90573
No Chapter 1, Medium Poverty	As long as I am able	26.24602	1.26307	23.77044	28.72160
	Until eligible for retirement	38.01494	1.38379	35.30275	40.72713
	Unless something better comes along	15.09906	0.95973	13.21803	16.98009
	Will leave as soon as I can	5.01986	0.57151	3.89972	6.14001
	Undecided	15.62012	0.97199	13.71506	17.52518
Chapter 1, Low Poverty	As long as I am able	27.88424	0.99816	25.92788	29.84060
	Until eligible for retirement	38.54888	1.44894	35.70900	41.38876
	Unless something better comes along	13.91485	0.82330	12.30122	15.52848
	Will leave as soon as I can	4.50157	0.45775	3.60440	5.39873
	Undecided	15.15046	0.81797	13.54727	16.75366
No Chapter 1, Low Poverty	As long as I am able	27.02868	0.71567	25.62600	28.43136
	Until eligible for retirement	39.64968	0.67318	38.33028	40.96909
	Unless something better comes along	14.33650	0.44726	13.45989	15.21311
	Will leave as soon as I can	4.25082	0.28135	3.69938	4.80226
	Undecided	14.73431	0.41012	13.93049	15.53814

Table A-24, continued
Standard Errors and Confidence Intervals for Senior High Teachers' Responses to the Question "How Long Do You Plan to Remain in Teaching?"

School Type	Responses	Estimate	Standard Error	95% Confidence Interval Lower	95% Confidence Interval Upper
Chapter 1 Total	As long as I am able	27.65745	0.74176	26.20362	29.11127
	Until eligible for retirement	38.39311	1.17773	36.08481	40.70142
	Unless something better comes along	13.88544	0.64628	12.61876	15.15212
	Will leave as soon as I can	5.05022	0.41418	4.23844	5.86201
	Undecided	15.01378	0.69246	13.65659	16.37097
No Chapter 1 Total	As long as I am able	27.13466	0.57649	26.00475	28.26457
	Until eligible for retirement	38.90902	0.55046	37.83015	39.98789
	Unless something better comes along	14.46041	0.44262	13.59289	15.32793
	Will leave as soon as I can	4.46647	0.23455	4.00675	4.92618
	Undecided	15.02944	0.36972	14.30479	15.75409